

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

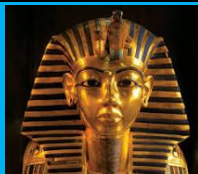
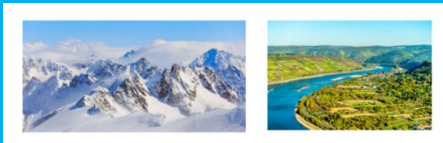
West Wold Federation - Grasby

Year 3/4 curriculum overview 2 year cycle (updated July 2024)

	Autumn Term		Spring Term		Summer Term	
Cycle A (2024– 2025)						
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Theme title	<u>Ancient Greeks (History)</u> Then or Now? 		<u>Romans (History)</u> Where did the Roman road lead? 		<u>Our world (Science/Geography)</u> How important are the 3Rs? 	
	Autumn Term		Spring Term		Summer Term	
Cycle B (2025– 2026)						
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

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Theme title	<u>Ancient Egyptians</u> <u>Do you want to be a pharaoh?</u>  <u>World War 1 (Remembrance week)</u> <u>Who do we remember?</u> <u>(History)</u> 		<u>Stone Age (History)</u> <u>Have we got the right tools for the job?</u> 		<u>Rivers and Mountains</u> <u>River Deep Mountain High (Geography)</u> 	
_____	Autumn Term		Spring Term		Summer Term	
Cycle A (2024– 2025)						
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Theme title	<u>Ancient Greeks (History)</u> Then or Now? 		<u>Romans (History)</u> Where did the Roman road lead? 		<u>Our world (Science/Geography)</u> How important are the 3Rs? 	
Possible Stimulus	Greek Myths Theseus and the Minotaur		Escape from Pompeii Tour of Roman Caistor		Tour of Caistor’s recycling facilities Treasure – Literacy Shed What a waste	

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Experiential Learning/ Starter or Finish	<u>Greek day</u> (Togas, flight to Greece, Greek food, pressing the grapes, fighting the gods, mini o Olympics) <u>The Lincoln Collection</u> – Ancient Greek experience	Tour of Caistor’s Roman remains	Visit to the Deep	Energy from Waste (EfW) facility at North Hykeham.
Writing Outcomes	- To inform: Fact file of a Greek mythical creature - To entertain: First person perspective – Lucy walks through the wardrobe - To entertain: Poetry Narrative – War poetry (Linked to Remembrance day) - To inform – Report on Ancient Greek life - To persuade – Letter to Theseus	- To inform – Recount from the perspective of the boy - To entertain – Postcard home from Caistor’s Roman remains - To persuade – Letter to Roman leaders to persuade them to invade Britain - To entertain – A day in the life of a Roman.	- To inform – Information Poster – how do we recycle in Caistor - To persuade – Persuasive speech – how can we improve as a school - To entertain – Narrative – the Treasure story (from literacy shed) - To persuade – Leaflet – Why reduce, reuse and recycle	
Writing objectives – Year 3 & 4	<u>Handwriting</u> Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <u>Writing - composition</u> Pupils should be taught to: - plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - evaluate and edit by: - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors			

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- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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Active English (Each section represents the different type of writing that we are using)	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
	Determiner – using a and an (introduce card) Simple sentence, Subject and object, 4 sentence types Commas to separate adjectives in a list. Recap 4 types of noun – using Capital letters for Proper Nouns Prepositions of time	Adverbs and adverbial phrases including commas. Subject and object in a simple sentence+ recap 4 sentence types. Prepositions of time.	Regular and irregular verbs & simple tenses Revise progressive Present perfect	Recap Tenses – simple Progressive Present perfect and past perfect	Apostrophes for possession with singular and plural nouns with an s, collective etc. Present perfect tense Inverted commas for direct speech (for quotations)	Apostrophes for possession with singular and plural nouns with an s, collective etc. Present perfect tense Inverted commas for direct speech (for quotations)
	Adverbs for time and place. Subordinate clauses and subordinating conjunctions, with commas, to add detail and context. Demonstrative Pronouns	Recap pronouns with cards only – using pronouns for cohesion Metaphors Similes Personification	Determiners – article (definite and indefinite) this, that, these and those Fronted adverbials Apostrophes for possession	Noun phrase and expanded noun phrase Revision of coordinating conjunctions and compound sentences Complex sentences with commas	Imperative verbs Rhetorical questions Relative clauses for enticement	Imperative verbs Rhetorical questions Relative clauses for enticement
	Possessive apostrophe with plurals Expanded noun phrases to add detail and description.	Possessive apostrophe with plurals Expanded noun phrases to add detail and description. (difference between noun phrase and expanded noun phrase address with cards only)	Imperative verbs for urgency Relative clauses for enticement Noun phrases for detail and description	Imperative verbs for urgency Relative clauses for enticement Noun phrases for detail and description	Onomatopoeia Metaphor Personification Simile	Narrative voice Fronted adverbials Direct speech

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	Adverbs - frequency and manner Rhetorical questions Relative clause and relative pronouns, with commas.	Openers – including progressive verbs as openers. Use commas. Rhetorical questions Relative clauses and relative pronouns, with commas.	Direct speech Compound sentences Complex sentences to add detail and context	Direct speech Fronted adverbials with commas Dashes for emphasis	Noun phrases for details Types of noun and using a capital for a proper noun Exclamatory Sentences	Noun phrases for details Types of noun and using a capital for a proper noun Exclamatory sentences
	Prepositions - place New coordinating conjunctions (link with main clause and compound sentence) Bullet points	Prepositions – place Recap adverbials Bullet points				
Spelling Active Spelling Year 3	Double the final consonant when adding a suffix -ed, ing , er Adding ly Words using Ou Words using Ch (K) Words ending gue Words using y for I	Words with prefix in Words with prefix il Words with suffix tion to form an adjective Words with suffix tion Words using ei Statutory words	Ending sound like tch often spelt ture words ending ly words ending ous words with ch words using qu or que words using y for an i	Prefix ir Prefix re Words ending sion Words ending cian Words using eigh Statutory words	Words ending sure Adding ly, y to an I Words using ou and ous Ch making the k and sh sounds Sc – latin origin Words using Y for an I	Prefix im Prefix un Prefix super Words ending ssion Words ending ey homophones

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Spelling Active Spelling Year 4	Double the final consonant when adding a suffix – ed,ing, er, en Words ending ly Words using ou Words using ch for K sound Words ending gue Words using y for l	Prefix inter Prefix auto Ation Words ending tion Statutory words Statutory words with double consonants	Words ending ture Adding ly Words ending ous Words with ch Words using qu or que Words using y for an i	Prefix sub Prefix mis Words ending sion Possessive apostrophes for plural words Statutory words Statutory words ending ly	Words ending sure Adding ly Words using ou or ous Ch making the sh and k sounds Words using sc Words using y for an l	Prefix anti Prefix dis Homophones Words ending ssion Statutory words
Reading skills	<u>Word reading</u> - Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <u>Reading comprehension</u> Develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction and non-fiction and reference books or textbooks - reading books that are <u>structured</u> in different ways and reading for a range of purposes - using <u>dictionaries</u> to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and <u>retelling some of these orally</u> - discussing words and phrases that capture the reader’s interest and imagination - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text					

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Maths – White Rose Maths Scheme of learning	Year 3 <u>Number-Place Value</u> -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) -compare and order numbers up to 1,000 -identify, represent and estimate numbers using different representations -read and write numbers up to 1,000 in numerals and in words -solve number problems and practical problems involving these ideas <u>Number-Addition and Subtraction</u> -add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s -add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction -estimate the answer to a calculation and use inverse operations to check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>Number-Multiplication and Division</u> 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	Year 3 <u>Number-Multiplication and Division</u> -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 <u>Number-Fractions</u> -count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators -recognise and show, using diagrams, equivalent fractions with small denominators -add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] -compare and order unit fractions, and fractions with the same denominators -solve problems that involve all of the above	Year 3 <u>Measurement-Money</u> -add and subtract amounts of money to give change, using both £ and p in practical contexts <u>Measurement-Time</u> -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -know the number of seconds in a minute and the number of days in each month, year and leap year -compare durations of events [for example, to calculate the time taken by particular events or tasks] <u>Perimeter, area, volume</u> -measure the perimeter of simple 2-D shapes <u>Geometry-Properties of Shape</u> -draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them -recognise angles as a property of shape or a description of a turn -identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
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		<u>Measurement-Length and Perimeter</u> -measure, compare, add and subtract: lengths (m/cm/mm) -measure, compare, add and subtract:); mass (kg/g); volume/capacity (l/ml)	-identify horizontal and vertical lines and pairs of perpendicular and parallel lines <u>Statistics</u> -interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
	Year 4 <u>Number-Place Value</u> -count in multiples of 6, 7, 9, 25 and 1,000 -find 1,000 more or less than a given number -count backwards through 0 to include negative numbers -recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) -order and compare numbers beyond 1,000 -identify, represent and estimate numbers using different representations -round any number to the nearest 10, 100 or 1,000 -solve number and practical problems that involve all of the above and with increasingly large positive numbers -read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Number-Addition and Subtraction</u>	Year 4 <u>Number-Multiplication and Division</u> -recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known and derived facts to multiply and divide mentally, including multiplying together 3 numbers -recognise and use factor pairs and commutativity in mental calculations -multiply two-digit and three-digit numbers by a one-digit number using formal written layout -solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects <u>Measurement-Area</u> -convert between different units of measure [for example, kilometre to metre; hour to minute]	Year 4 <u>Number- Fractions</u> -count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 <u>Number-Decimals</u> $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ -recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths -round decimals with 1 decimal place to the nearest whole number -compare numbers with the same number of decimal places up to 2 decimal places -solve simple measure and money problems involving fractions and decimals to 2 decimal places <u>Measurement-Money</u>

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	-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 <u>Perimeter, area, volume</u> -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres -find the area of rectilinear shapes by counting squares <u>Number-Multiplication and Division</u> -recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1	-estimate, compare and calculate different measures, including money in pounds and pence <u>Number-Fractions</u> -recognise and show, using diagrams, families of common equivalent fractions -count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 -solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number -add and subtract fractions with the same denominator -recognise and write decimal equivalents of any number of tenths or hundreds <u>Number-Decimals</u> -recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths -round decimals with 1 decimal place to the nearest whole number -compare numbers with the same number of decimal places up to 2 decimal places -solve simple measure and money problems involving fractions and decimals to 2 decimal places	-estimate, compare and calculate different measures, including money in pounds and pence <u>Measurement-Time</u> -convert between different units of measure [for example, kilometre to metre; hour to minute] -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 <u>Statistics</u> -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 <u>Geometry-Properties of Shape</u> -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 2 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 <u>Geometry-Position and Direction</u> -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
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			-plot specified points and draw sides to complete a given polygon
History/ Geography	<u>Ancient Greeks</u>	<u>The Romans</u>	<u>Reduce, Reuse, Recycle: Geography Focus</u>
	<u>History Objectives:</u> Ancient Greece – A study of Greek life and achievements and their influence on the western world <u>Geography objectives:</u> Geographical similarities and differences between a European Country (Greece) and the UK. <u>Geography Fieldwork:</u> Sketch plan on a large scale of Ancient Greek town and reduce onto a map.	<u>History Objectives</u> The Roman Empire and its impact on Britain. <u>Geography Objectives</u> Describe and understand key aspects of volcanoes and earthquakes. Geography Fieldwork: Map the Roman features of Caistor using digital technology.	<u>Geography Objectives</u> <u>Locational knowledge</u> Name and locate the countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns and understand how some of these aspects have changed over time. <u>Human and Physical geography</u> Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. Use the 8 points of a compass, 4 and 6

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			figures grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Graph the way the 3Rs are used around Caistor. During orienteering, use map skills around the school property.
	<u>Chronological understanding year 3</u> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	<u>Chronological understanding year 3</u> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	<u>Geographical Enquiry year 3</u> - Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Begin to collect and record evidence - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations
	<u>Chronological understanding year 4</u> - Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD	<u>Chronological understanding year 4</u> - Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD	
	<u>Range and depth of historical knowledge yr 3</u> - Find out about every day lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something	<u>Range and depth of historical knowledge yr 3</u> - Find out about every day lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something	<u>Geographical Enquiry year 4</u> - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
	<u>Range and depth of historical knowledge yr 4</u> - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	<u>Range and depth of historical knowledge yr 4</u> - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	

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	<u>Interpretations of history yr 3</u> - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc <u>Interpretations of history yr 4</u> - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	<u>Interpretations of history yr 3</u> - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc <u>Interpretations of history yr 4</u> - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	<u>Direction / Location year 3</u> - Use 4 compass points to follow/give directions: - Use letter/no. co-ordinates to locate features on a map. <u>Direction/location year 4</u> - Use 4 compass points well: - Begin to use 8 compass points; - Use letter/no. co-ordinates to locate features on a map confidently.
	<u>Historical enquiry yr 3</u> - Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <u>Historical enquiry yr 4</u> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research	<u>Historical enquiry yr 3</u> - Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <u>Historical enquiry yr 4</u> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research	<u>Drawing maps year 3</u> - Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. <u>Drawing maps year 4</u> - Make a map of a short route experienced, with features in correct order; - Make a simple scale drawing. <u>Using maps year 3</u> - Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <u>Using maps year 4</u> - Locate places on large scale maps, (e.g. Find UK or India on globe) - Follow a route on a large scale map.
	<u>Organisation and communication yr 3</u> Communicate their knowledge through:	<u>Organisation and communication yr 3</u> Communicate their knowledge through:	<u>Scale/ Distance year 3</u> Begin to match boundaries (E.g.

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	• Discuss • Drawing pictures • Drama/role play • Making models • Writing • Using ICT <u>Organisation and communication yr 4</u> • Recall, select and organise historical information • Communicate their knowledge and understanding.	• Discuss • Drawing pictures • Drama/role play • Making models • Writing • Using ICT <u>Organisation and communication yr 4</u> • Recall, select and organise historical information • Communicate their knowledge and understanding.	• Find same boundary of a country on different scale maps.) <u>Scale/ Distance year 4</u> • Begin to match boundaries (E.g. • find same boundary of a county on different scale maps.)
Science Cycle A	Rocks (Year 3 curriculum) Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. Animals including humans (Year 3 curriculum) Pupils should be taught to: • identify that humans and some other animals have skeletons and muscles for support, protection, and movement. White Rose Science • Rocks (Y3) • Fossils (Y3) • Soil (Y3) • Skeletons (Y3)	Forces and Magnets (Year 3 curriculum) • Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. Sound (Year 4 curriculum) Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating	Animals including humans (Year 3 curriculum) Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat States of Matter (Year 4 curriculum) Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

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		- recognise that vibrations from sounds travel through a medium to the ear - 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 produced it - recognise that sounds get fainter as the distance from the sound source increases. White Rose Science - Forces (Y3) - Magnets (Y3) - Sound (Y4)	White Rose Science - Nutrition and diet (Y3) - States of Matter (Y4)
	<u>Working scientifically lower KS2</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. - Gather, record, classify and present data in a variety of ways to help in answering questions - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identify differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions or to support their findings		
Art	Greeks Victoria Topping	Romans Mosaic artists	Our World Betye Saar
	Colour mixing – create a colour mix background (painting) then create a God, Goddess or mythical creature using photographs of themselves.	Mosaics (geometric) (printing) Roman head (3D form)	Collage and assemblage using natural / found materials in the style of the artist (drawing) (textiles/collage)

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	<u>Year 3</u> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. <u>Year 4</u> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process	<u>Year 3 Printing</u> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing. <u>Year 3 - 3D form</u> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models <u>Year 4 Printing</u> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold water paste <u>Year 4 - 3D form</u>	<u>Year 3 drawing</u> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <u>Year 3 textiles/collage</u> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. <u>Year 4 drawing</u> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary.
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Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

		Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. <u>Year 4 textiles/collage</u> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.
D & T	Greeks Structure Pavilions	Romans Electrical systems electric poster	Our World Cooking + Nutrition Eating Seasonally
	Explore frame structures (toothpicks + sweets)	Develop an understanding of information design with examples of how we display information to the public.	Explore food around the world. Recognise that different foods grow in different climates.

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	Design a Greek pavilion and agree design criteria.	Research and choose a specific Ancient Roman topic on which to base their initial poster ideas.	Identify seasonal food grown in the UK
	Build a free-standing frame structure	Review and develop poster ideas against design criteria, include a bulb in the design.	Practising food preparation skills (cutting and peeling)
	Experiment with different Greek decorative techniques	Explore simple circuits and their components to include in final design.	Tasting + evaluating seasonal ingredients to help create a design criteria
	Create cladding using suitable decorated materials	Assemble an electric poster with a simple circuit and a bulb.	Design a seasonal tart using criteria
	Evaluate Greek pavilion based on design criteria.	Evaluate poster based on design criteria.	Make + evaluate seasonal tarts based on design criteria.
Music	Ancient Greeks T: Music theory unit S: Ancient Worlds – Music Express Year 3 P: Instrumental tuition	Romans S: BBC Sing up – Romans A: Nationalistic Music C: Music for a film clip of a Roman battle/chariots	3Rs/Environment A: Romantic period Saint-Saens- Aquarium C: Compose music based on images of the environment
	<u>Singing</u> - Sing a widening range of unison songs of varying styles and structures with a pitch range of an octave, tunelessly and with expression. Perform <i>forte</i> and <i>piano</i> (loud & soft and follow musical directions for <i>crescendo</i> (gradually getting louder) and <i>decrescendo</i> (gradually getting softer). - Perform actions confidently and in time to a range of action songs - Walk, move or clap to a steady beat with others, changing the speed of the beat as the <i>tempo</i> of the music changes. - Sing rounds and partner songs in different <i>time signatures</i>, incorporating large and small leaps and a simple second part to introduce vocal harmony. - Perform as a choir in school assemblies.		
	<u>Listening</u> - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. - Listen with attention to detail and recall sounds with increasing aural memory. <u>Suggested listening as described in the Model Music Curriculum</u> - Halleluiahs from Messiah – Handel, - Night on a Bear Mountain – Mussorgsky - Symphony No.5 – Beethoven - O Eucharist – Hildegard von Bingen - For the Beauty of the Earth – Rutter - Bhambiye Akh Larr Gayee – Bhujhangy Group		

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- Tropical Bird – Trinidad Steel Band
- Sahale Re – Kishori Amonkar
- I Got You – James Brown
- Take the A Train – Duke Ellington
- Wonderwall – Oasis

Composing

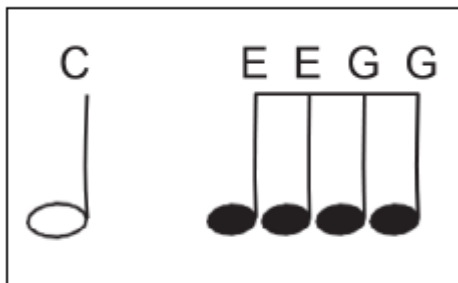
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Year 3

- Become more skilled at improvising, inventing short, on the spot responses using a limited note range.
- Structure musical ideas using *echo* or *question and answer* phrases.
- Compose in response to different stimuli, eg. Stories, verses, images and musical sources.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Year 4

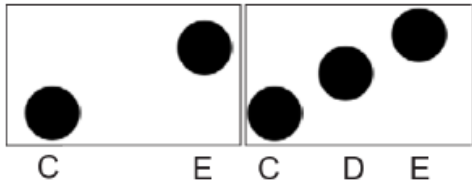
- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including *legato* (smooth) and *staccato* (detached).
- Begin to make compositional decisions about the overall structure of improvisations.
- Combine known rhythmic notation with letter names to create short, *pentatonic* phrases using a range of pitches suitable to the instrument being learnt. Sing and play these phrases as self- standing compositions.
- Arrange individual notation cards of known note values to create sequences of 2,3 or 4 beat phrases, arranged into bars.



- Explore developing knowledge of musical components by composing music to create a specific mood, for example, a film clip
- Introduce major and minor chords.
- Record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

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	<u>Performing.</u> <u>Year 3</u> • Develop facility in playing tuned percussion or a melodic instrument. • Play and perform melodies following staff notation. • Perform using dot notation  • Individually copy stepwise melodic phrases with accuracy, <i>allegro</i> (fast) and <i>adagio</i> (slow). Extend to question and answer phrases. <u>Year 4</u> • Play melodies following staff notation. • Perform in two parts from simple notation, identifying static and moving parts. • Copy short melodic phrases, including <i>pentatonic</i> phrases.					
	<u>Reading notation</u> <u>Year 3</u> • Introduce the <i>stave</i>, lines, spaces and <i>treble clef</i>. • Use dot notation to show higher or lower pitch • Introduce and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. • Apply word chants to rhythms, using one syllable per musical note. <u>Year 4</u> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation. • Follow and perform simple, rhythmic scores to a steady beat, maintaining own, individual part and achieving a sense of ensemble.					
	Computing	<u>Connecting Computers</u> <u>3.1</u>	<u>Stop-frame Animation</u> <u>3.2</u>	<u>Sequencing sounds</u> <u>3.3</u>	<u>Branching databases</u> <u>3.4</u>	<u>Desktop publishing</u> <u>3.5</u>
	Identifying that digital devices have inputs, processes, and outputs,	Capturing and editing digital still images to produce a stop-frame animation that	Creating sequences in a block-based programming language to	Building and using branching databases to group objects using	Creating documents by modifying text, images, and page layouts for a	Writing algorithms and programs that use a range of events to trigger sequences

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	and how devices can be connected to make networks.	tells a story.	make music.	yes/no questions.	specified purpose.	of actions.
	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms. Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms. Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a

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	and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.		range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.			range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Connecting computers (Year 3) -I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process -I can classify input and output devices - I can describe a simple process - I can design a digital device -I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools	Creating media- Stop-frame animation (Year 3) -I can create an effective flip book— style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works -I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like -I can break down a story into settings, characters and events	Audio production (Year 4) -I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio -I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording	Branching Databases (Year 3) -I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups -I can group objects using my own yes/no questions	Sequencing sounds (Year 3) -I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is	Repetition in Shapes (Year 4) -I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands -I can test my algorithm in a text-based language - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome -I can identify everyday tasks that include repetition as

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	- I can suggest differences between using digital devices and non-digital tools - I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections - I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices - I can identify how devices in a network are connected together - I can identify networked devices around me	- I can create a storyboard - I can describe an animation that is achievable on screen - I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames - I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback - I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation	- I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable - I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings - I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it - I can choose appropriate edits to improve my podcast	- I can select objects to arrange in a branching database - I can test my branching database to see if it works - I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups - I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database - I can create a branching database that reflects my plan	- controlled by the commands I choose - I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways - I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence - I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork - I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design	- part of a sequence, eg brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome - I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is repeated - I can predict the outcome of a program containing a count-controlled loop - I can explain that a computer can repeatedly call a procedure - I can identify 'chunks' of actions in the real world - I can use a procedure in a program
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	- I can identify the benefits of computer networks		- I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording	- I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool		-I can design a program that includes count-controlled loops - I can develop my program by debugging it - I can make use of my design to write a program
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	The Internet (Year 4) -I can demonstrate how information is shared across the internet - I can describe the internet as a network of networks - I can discuss why a network needs protecting -I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages -I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW -I can explain that internet services can be	Desktop Publishing (Year 3) -I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly -I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly -I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important -I can choose the best locations for my content - I can make changes to content after I've added it	Photo Editing (Year 4) -I can explain why I might crop an image - I can improve an image by rotating it - I can use photo editing software to crop an image -I can experiment with different colour effects - I can explain that different colour effects make you think and feel different things - I can explain why I chose certain colour effects -I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning -I can experiment with tools to select and copy part of an image - I can explain why photos might be edited	Data Logging (Year 4) - I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set -I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question -I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured -I can explain that there are different ways to view data	Events and Actions (Year 3) - I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program -I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement -I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension -I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)	Repetition in Games (Year 4) - I can list an everyday task as a set of instructions including repetition - I can modify a snippet of code to create a given outcome - I can predict the outcome of a snippet of code -I can choose when to use a count-controlled and an infinite loop - I can modify loops to produce a given outcome - I can recognise that some programming languages enable more than one process to be run at once -I can choose which action will be repeated for each object - I can evaluate the effectiveness of the repeated sequences used in my program - I can explain what the outcome of the
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	used to create content online - I can explain what media can be found on websites - I can recognise that I can add content to the WWW -I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites -I can explain that not everything on the World Wide Web is true - I can explain why I need to think carefully before I share or reshare content - I can explain why some information I find online may not be honest, accurate, or legal	- I can paste text and images to create a magazine cover -I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose -I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful	- I can use a range of tools to copy between images -I can choose suitable images for my project - I can create a project that is a combination of other images - I can describe the image I want to create -I can combine text and my image to complete the project - I can review images against a given criteria - I can use feedback to guide making changes	- I can sort data to find information - I can view data at different levels of detail -I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data -I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger	-I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given design -I can evaluate my project - I can implement my design - I can make design choices and justify them	repeated action should be -I can explain the effect of my changes - I can identify which parts of a loop can be changed - I can re-use existing code snippets on new sprites -I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design -I can build a program that follows my design - I can evaluate the steps I followed when building my project - I can refine the algorithm in my design	
PE	Outdoor – Rugby Indoor – <u>Dance</u>	Outdoor – Netball Indoor - Gymnastics	Outdoor – Basketball	Outdoor – Hockey	Indoor – Tennis	Outdoor – Cross country Indoor – Inclusive Sports	Outdoor – Athletics Indoor – Adventurous Activities (Orienteering)

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			Indoor – Personal challenge / Circuit training			
PE Objectives	<u>Dance / Gymnastics</u> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best <u>Netball/Rugby</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending Enjoy communicating, collaborating and competing with each other.		<u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 25 meters Use a range of strokes effectively (for example, front crawl, backstroke, breaststroke) Perform safe self-rescue in different water-based situations <u>Circuit training/ Personal challenge</u> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Basketball/Tennis/Hockey</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending Enjoy communicating, collaborating and competing with each other.		<u>Inclusive sports</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending <u>Cross country</u> Develop strength and technique. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Orienteering</u> Use running in isolation. Play competitive games. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Athletics</u> Use running, jumping, throwing and catching in isolation and in combination. Enjoy communicating, collaborating and competing with each other. <u>Cricket/Tennis/Rounders</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending Enjoy communicating, collaborating and competing with each other.	

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PE Skills	<u>Year 3 Games (netball, rugby)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.	<u>Year 3 Games (Basketball, hockey & tennis)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.	<u>Year 3 Games (Inclusive sports, cricket, tennis, rounders)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.
	<u>Year 4 Games (netball, rugby)</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games.	<u>Year 4 Games (basketball, hockey, tennis)</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games.	<u>Year 4 Games (inclusive sports, cricket, tennis and rounders)</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games.

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	• Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.	• Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.	• Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.
	<u>Year 3 Dance</u> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. <u>Year 3 Gymnastics</u> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc	<u>Year 3 Personal Challenge and Circuit training</u> • Improves own PB on one station • Improves own PB on two or more stations • Challenges self to try harder, improve own technique or work faster <u>Technique</u> • Improves own technique on one station. • Improves own technique on two or more stations • Begin to concentrate on isolated body parts to improve technique • Improve <u>Strength</u> • Supports some of own body weight on one strength activity • Supports own body weight on two or more strength activities • Increases the speed of repetitive movements using body strength on one or more activities. <u>Balance</u> • Attempts to keep balance when standing on one leg • Can keep balance when standing on preferred leg • Can keep balance when standing on preferred and non-preferred legs	<u>Year 3 cross country and athletics</u> • Beginning to run at speeds appropriate for the distance. • e.g. sprinting and cross country • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control. <u>Year 3 OAA</u> • Develops listening skills. • Creates simple body shapes. • Listens to instructions from a partner/ adult. • Beginning to think activities through and problem solve. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

		<u>Control</u> • Can hop on one leg slowly, keeping some control • Hop on either leg, keeping good control	
	<u>Year 4 Dance</u> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. <u>Year 4 Gymnastics</u> • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences.	<u>Year 4 Personal Challenge and Circuit training</u> • Improves own PB on one station • Improves own PB on two or more stations • Challenges self to try harder, improve own technique or work faster <u>Technique</u> • Improves own technique on one station. • Improves own technique on two or more stations • Begin to concentrate on isolated body parts to improve technique • improve <u>Strength</u> • Supports some of own body weight on one strength activity • Supports own body weight on two or more strength activities • Increases the speed of repetitive movements using body strength on one or more activities. <u>Balance</u> • Attempts to keep balance when standing on one leg • Can keep balance when standing on preferred leg • Can keep balance when standing on preferred and non-preferred legs	<u>Year 4 Cross country/athletics</u> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. <u>Year 4 (OAA – Orienteering)</u> • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

			Control - Can hop on one leg slowly, keeping some control - Hop on either leg, keeping good control			
PSHE – using the SCARF scheme of work	Autumn 1 Me and My Relationships	Autumn 2 Valuing Differences	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
	-Tangram team challenge -An email from Harold -When feelings change -Under pressure -Dan's dare -Thunks -How can we solve this problem?	-My community -Respect and challenge -Zeb -Friend or acquaintance -What would I do -The people we share our world with.	-Danger, risk or hazard? -The risk robot -Super searcher -None of your business -Picture wise -How dare you! -Medicines: check the label -Keeping ourselves safe	-Recount task -Harold's environment project -Can Harold afford it? -In the news -Safety in numbers -Logo quiz	-For or against? -Getting on with your nerves! -Body team work -Top talents -SCARF Hotel -Harold's Seven R's -Basic first aid.	Year 3: Relationship tree Body space None of your business Secret or surprise My changing body Basic first aid Year 4 Moving house My feelings are all over the place All change Preparing for changes at puberty Secret or surprise Together
	(In order of lessons mentioned above) - Define and demonstrate cooperation and collaboration; - Identify the different skills that	- Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous;	- Understand the difference between fact and opinion. - Understand how an event can be perceived from different viewpoints.	- Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them;	Year 3: - Identify different types of relationships - Recognised who they have positive healthy relationships with - Understand what is meant by the term body space or personal space

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including	community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of	• Suggest simple strategies for managing risk. • identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal	• Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment.	• Empathise with different view points; • Make recommendations, based on their research. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed;	• Identify when it is appropriate or inappropriate to allow someone into their body space • Rehearse strategies for when someone is inappropriately in their body space. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Rehearse and demonstrate simple	relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.	information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.		• Recognise their own skills and those of other children in the class. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	strategies for resolving given conflict situations. •		• Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.			images or information of themselves or others occurs. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid eg. Common injuries including head injuries <u>Year 4</u> • Describe some of the changes that happen
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

						to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle;
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

						• Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

						want to be married, or live together, or have a civil ceremony.
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

RE	LAS Compulsory God –Islam	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?	LAS Additional Big Questions (including Christianity)
	God- Hinduism KEY QUESTIONS - How are deities and key figures depicted in Hindu sacred texts and stories? - How do symbols help Hindus understand the divine? - What is the purpose of visual symbols in a mandir? KEY VOCAB AND KNOWLEDGE Types of knowledge you might include (<i>substantive, disciplinary, personal – see below</i>): - Hinduism, Hindu Dharma or Sanatana Dharma as an umbrella term for a collection of religious expressions - Some Hindus describe their worldview as <i>Sanatana Dharma</i> (the ‘eternal duty’) - Hinduism as a monotheistic religion (belief in one ultimate reality) <i>Brahman</i>, the ultimate reality, the life force in all things - The <i>Trimurti</i> – <i>Brahma</i> (creator – the beginning of life), <i>Vishnu</i> (preserver – the sustaining of life), <i>Shiva</i> (destroyer – the end of life) – representing the cycle of life (helping Hindus worship <i>Brahman</i>, the ultimate reality)	God BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. - Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: - Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	Salvation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: - Recognise that incarnation and Salvation are part of a ‘big story’ of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	LAS Additional Big Questions (including Christianity, Islam, Hinduism and Judaism) Big Questions At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. Enquiry into the ‘big questions’ asked by religions/belief systems, e.g. ‘Who am I?’, ‘what is a good life?’, ‘does God exist?’, ‘is there life after death?’, etc. Use the resource Children’s book of Philosophy

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	• The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation • Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh • The Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things • The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) • The goal is for the atman to break free from this cycle of life (moksha) • Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha • Stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life • The aum symbol: a symbol of Brahman and the atman; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the aum sound during meditation and in Hindu holy texts, e.g. the Upanishads	• Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. Incarnation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. • Recognise that stories of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:	KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life.	
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	God – Islam KEY QUESTIONS • What are some of the key concepts and beliefs in a Muslim worldview? • What do Muslims believe about Allah (God)? • What is the purpose of visual symbols in a mosque KEY VOCAB AND KNOWLEDGE Types of knowledge you might include (<i>substantive, disciplinary, personal – see below</i>): • The oneness of God (<i>tawhid</i>) and its reflection in the <i>shahadah</i> (statement of faith) God as creator who has created the universe to be in harmony (<i>muslim</i> – literally, ‘in submission’ to the will of God); has created human beings to be ‘<i>abd</i>’ (servant) and <i>khalifa</i> (regent) to help him keep things in harmony; has set out a straight path (<i>shariah</i>) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path • The connection between <i>iman</i> (faith/beliefs) and <i>ibadah</i> (worship/practice) – the ways in which key practices express Muslim beliefs: Five Pillars: <i>Shahadah</i> (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets <i>Salat</i> (prayer five times a day): incorporates the <i>Shahadah</i>, involves all Muslims praying together in harmony	• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.		
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world Haji (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God • The masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc			
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

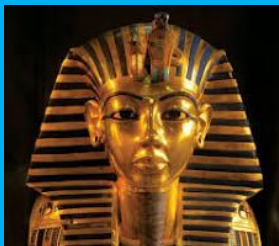
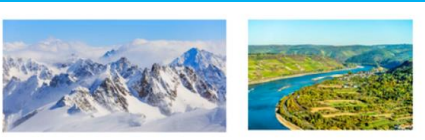
FRENCH (Language Angels)	Phonics 1 and 2 I am learning E Story telling	Phonics 1 and 2 Ancient Britain E Story telling	Phonics 1 and 2 Presenting myself 1
	<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly	<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly	<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly
	<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u> Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form	<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u> Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form	<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u> Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

West Wold Federation

Year 3/4 curriculum overview 2 year cycle

	Autumn Term		Spring Term		Summer Term	
Cycle B (2025– 2026)						
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
T h e m e t i t l e	<u>Ancient Egyptians</u> <u>Do you want to be a pharaoh?</u>		<u>Stone Age</u> <u>(History)</u> <u>Have we got the right tool for the job?</u>		<u>Rivers and Mountains</u> <u>River Deep Mountain High</u> <u>(Geography)</u>	
						
	<u>World War 1</u> <u>(Remembrance Week)</u> <u>(History)</u> <u>Who do we remember?</u>					

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

				
S t i m u l u s	The story of Tutankhamun Patricia Cleveland Peck The Christmas Truce – Literacy Shed Michael Morpurgo – Poppy Field Stubby Memorial – book about remembrance Walter Tull and Phoebe Chapple – (Both not awarded a medal due to discrimination) Armistice runner		Ug Stone Age Boy Stig of the Dump	The rhythm of the rain Why water's worth it King of the Cloud Forest – Michael Morpurgo
E x p e r i e n t i a l	Discover Ancient Egypt – Hull museums	Cenotaph in Caistor	Heritage Lincolnshire Stone age Experience	Climb the water hills Camp out in the woods

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

e a r n i n g / S t a r t e r o r F i n i s h				
W r i t i n g i d e a s / /	Ancient Egypt: To inform – recount of the discovery of the tomb To entertain – the diary of a pharaoh To inform – how to mummify a body Remembrance : To entertain – Poetry inspired	To entertain – Narrative based on Ug To persuade – Letter – Why would you have been good in the stone age? To inform – Report on extinct species To persuade – Advert for an archaeologist's job at Skara Brae	To entertain – Narrative – journey of a water droplet To persuade – Leaflet – Why we should conserve water To inform – Report about mountain ranges around the world To entertain – Diary from the perspective of Ashley	

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

g e n r e s	by the idea of remembrance To persuade – Letter to the Ministry of Defence		
W ri ti n g o b j e c ti v e s – Y e a r 3 & 4	<u>Handwriting</u> Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <u>Writing - composition</u> Pupils should be taught to: • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors		

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
 Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

	- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
A c t i v e E n g l i s h (E a c h s e c t i o n r e p r e s e n t	Onomatopoeia – Metaphor Personification Simile	Narrati ve voice Fronte d adverbi als Direct speech	Determiners – Article (definite and indefinite) this, that, these and those Fronted adverbials Apostrophes of possession	No un phr ase and exp and ed nou n phr ase Rev isio n of coo rdin atin g con jun ctio ns and co mp oun d sen ten ces	Onomatopoeia (introduce card) Metaphor Personification Simile	Narrative voice Fronted adverbials Direct speech

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

s t h e d i f f e r e n t t y p e o f w r i t i n g t h a t w e a r e u s				Co mpl ex sen ten ces wit h co mm as		
	Imperative verbs Rhetorical questions Relative clauses for enticement	Impera tive verbs Rhetori cal questio ns Relativ e clauses for entice ment	Imperative verbs for urgency Relative clause for enticement Noun phrases for detail and description	Imp erat ive ver bs for urg enc y Rel ativ e clau se for enti ce me nt No un phr ase	Imperative verbs Rhetorical questions Relative clauses for enticement	Imperative verbs Rhetorical questions Relative clauses for enticement

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

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i n g)				s for det ail and des crip tion		
	Apostrophes for possession with singular and plural nouns with an s, collective etc Present perfect tense Inverted commas for direct speech (for quotations)	Apostrophes for possession with singular and plural nouns with an s, collective etc Present perfect tense Inverted commas for direct speech (for	Regular and irregular verbs + simple tenses Revise progressive Present perfect	Recap tenses - simple Progressive Present perfect and past perfect	Apostrophes for possession with singular and plural nouns with an s, collective etc. Present perfect tense Inverted commas for direct speech (for quotations)	Apostrophes for possession with singular and plural nouns with an s, collective etc. Present perfect tense Inverted commas for direct speech (for quotations)

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs
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		quotations)				
	Direct speech Compound sentences Complex sentences to add detail and context	Direct speech Fronted adverbials with commas Dashes for emphasis	Noun phrases for detail Types of noun and using a capital for a proper noun Exclamatory sentences	No un phrase s for details Types of noun and using a capital for a proper noun Exclamatory sentences	Direct speech Compound sentences Complex sentences to add detail and context	Direct speech Fronted adverbials with commas Dashes for emphasis

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

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S p e ll i n g A c ti v e S p e ll i n g Y e a r 3	Double the final conson ant when adding a suffix -ed, ing , er Adding ly Words using Ou Words using Ch (K) Words ending gue Words using y for l	Words with prefix in Words with prefix il Words with suffix tion to form an adjective Words with suffix tion Words using ei Statutory words	Ending sound like tch often spelt ture words ending ly words ending ous words with ch words using qu or que words using y for an i	Prefix ir Prefix re Words ending sion Words ending cian Words using eigh Statutory words	Words ending sure Adding ly, y to an l Words using ou and ous Ch making the k and sh sounds Sc – latin origin Words using Y for an l	Prefix im Prefix un Prefix super Words ending ssion Words ending ey homop hones
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S p e ll i n g A c ti v e S p e ll i n g Y e a r 4	Double the final consonant when adding a suffix – ed,ing, er, en Words ending ly Words using ou Words using ch for K sound Words ending gue Words using y for l	Prefix inter Prefix auto Ation Words ending tion Statutory words Statutory words with double consonants	Words ending ture Adding ly Words ending ous Words with ch Words using qu or que Words using y for an i	Prefix sub Prefix mis Words ending sion Possessive apostroph es for plural words Statutory words Statutory words ending ly	Words ending sure Adding ly Words using ou or ous Ch making the sh and k sounds Words using sc Words using y for an l	Prefix anti Prefix dis Homop hones Words ending ssion Statuto ry words
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

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R e a d i n g s k i l s	<u>Word reading</u> • Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <u>Reading comprehension</u> Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction and non-fiction and reference books or textbooks • reading books that are <u>structured</u> in different ways and reading for a range of purposes • using <u>dictionaries</u> to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and <u>retelling some of these orally</u> • discussing words and phrases that capture the reader’s interest and imagination • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text
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Maths – WHITES ROSTER of Learning	Year 3 <u>Number-Place Value</u> -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) -compare and order numbers up to 1,000 -identify, represent and estimate numbers using different representations -read and write numbers up to 1,000 in numerals and in words -solve number problems and practical problems involving these ideas <u>Number-Addition and Subtraction</u> -add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s -add and subtract numbers with up to 3 digits, using formal written methods of	Year 3 <u>Number-Multiplication and Division</u> -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 <u>Number-Fractions</u>	Year 3 <u>Measurement-Money</u> -add and subtract amounts of money to give change, using both £ and p in practical contexts <u>Measurement-Time</u> -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -know the number of seconds in a minute and the number of days in each month, year and leap year -compare durations of events [for example, to calculate the time taken by particular events or tasks] <u>Perimeter, area, volume</u> -measure the perimeter of simple 2-D shapes <u>Geometry-Properties of Shape</u> -draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

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n g	columnar addition and subtraction -estimate the answer to a calculation and use inverse operations to check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>Number-Multiplication and Division</u> 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	-count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators -recognise and show, using diagrams, equivalent fractions with small denominators -add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] -compare and order unit fractions, and fractions with the same denominators	-recognise angles as a property of shape or a description of a turn -identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle -identify horizontal and vertical lines and pairs of perpendicular and parallel lines <u>Statistics</u> -interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables
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Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

Cycle B: 2025– 2026 Ancient Egyptians, WW1, Stone Age, River Deep and Mountain High

		-solve problems that involve all of the above <u>Measurement- Length and Perimeter</u> -measure, compare, add and subtract: lengths (m/cm/mm) -measure, compare, add and subtract:; mass (kg/g); volume/capacity (l/ml)	
	Year 4 <u>Number-Place Value</u> -count in multiples of 6, 7, 9, 25 and 1,000 -find 1,000 more or less than a given number -count backwards through 0 to include negative numbers -recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) -order and compare numbers beyond 1,000	Year 4 <u>Number- Multiplication and Division</u> -recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known and derived facts to multiply and divide mentally, including multiplying together 3 numbers -recognise and use factor pairs and commutativity in mental calculations	Year 4 <u>Number- Fractions</u> -count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 <u>Number-Decimals</u> -recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths -round decimals with 1 decimal place to the nearest whole number

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-identify, represent and estimate numbers using different representations -round any number to the nearest 10, 100 or 1,000 -solve number and practical problems that involve all of the above and with increasingly large positive numbers -read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Number-Addition and Subtraction</u> -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	-multiply two-digit and three-digit numbers by a one-digit number using formal written layout -solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects <u>Measurement-Area</u> -convert between different units of measure [for example, kilometre to metre; hour to minute] -estimate, compare and calculate different measures, including money in pounds and pence <u>Number-Fractions</u> -recognise and show, using diagrams, families of common equivalent fractions	-compare numbers with the same number of decimal places up to 2 decimal places -solve simple measure and money problems involving fractions and decimals to 2 decimal places <u>Measurement-Money</u> -estimate, compare and calculate different measures, including money in pounds and pence <u>Measurement-Time</u> -convert between different units of measure [for example, kilometre to metre; hour to minute] -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 <u>Statistics</u> -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 <u>Geometry-Properties of Shape</u> -compare and classify geometric shapes, including quadrilaterals and
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	<u>Perimeter, area, volume</u> -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres -find the area of rectilinear shapes by counting squares <u>Number-Multiplication and Division</u> -recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1	-count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 -solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number -add and subtract fractions with the same denominator -recognise and write decimal equivalents of any number of tenths or hundreds <u>Number-Decimals</u> -recognise and write decimal equivalents $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones,	triangles, based on their properties and sizes -identify acute and obtuse angles and compare and order angles up to 2 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 <u>Geometry-Position and Direction</u> -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
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		tenths and hundredths -round decimals with 1 decimal place to the nearest whole number -compare numbers with the same number of decimal places up to 2 decimal places -solve simple measure and money problems involving fractions and decimals to 2 decimal places	
History / Geography	<u>Egypt and the pyramids</u> <u>The Ancient Egyptians</u> <u>WW1 (Remembrance Week)</u> Including the position and significance of lat, long, equator, northern hemisphere etc	<u>Stone Age and Iron Age</u>	<u>Rivers and Mountains</u> Rivers and mountains across the world Water Cycle (link to science – States of Matter)
	<u>History Objective</u> The Achievements of the Ancient Egyptians A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>History objective</u>	<u>History Objective</u> Changes in Britain from the Stone Age to the Iron Age <u>Geography Field Work objective</u> Draw a sketch map of a stone age settlement if it was built on Caistor	<u>Geography Human and physical</u> Describe and understand key aspects of: rivers, mountains and the water cycle, the distribution of natural resources including water <u>Geography Field Work objective</u> Identify the physical and human features in Caistor including the

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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	playing field. Why would CPS be a good place to settle?	Water Hills using graphs and digital technologies. Use our map skills during orienteering.
	<u>Chronological understanding year 3</u> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts.	<u>Chronological understanding year 3</u> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	<u>Geographical Enquiry year 3</u> - Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Begin to collect and record evidence
	<u>Chronological understanding year 4</u> - Place events from period studied on time line - Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	<u>Chronological understanding year 4</u> - Place events from period studied on time line - Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations
	<u>Range and depth of historical knowledge yr 3</u> - Find out about every day lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions	<u>Range and depth of historical knowledge yr 3</u> - Find out about every day lives of people in time studied - Compare with our life today	<u>Geographical Enquiry year 4</u> Ask and respond to questions and offer their own ideas.

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• Understand why people may have wanted to do something <u>Range and depth of historical knowledge yr 4</u> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied Offer a reasonable explanation for some events	• Identify reasons for and results of people's actions • Understand why people may have wanted to do something <u>Range and depth of historical knowledge yr 4</u> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied Offer a reasonable explanation for some events	• Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
<u>Interpretations of history yr 3</u> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc <u>Interpretations of history yr 4</u> • Use evidence to reconstruct life in time studied	<u>Interpretations of history yr 3</u> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the	<u>Direction / Location year 3</u> • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. <u>Direction/location year 4</u> • Use 4 compass points well: • Begin to use 8 compass points;

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	- Identify key features and events of time studied - Look for links and effects in time studied Offer a reasonable explanation for some events	period – museum, cartoons etc <u>Interpretations of history yr 4</u> - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied Offer a reasonable explanation for some events	Use letter/no. co-ordinates to locate features on a map confidently.
	<u>Historical enquiry yr 3</u> - Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <u>Historical enquiry yr 4</u> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions Use the library and internet for research	<u>Historical enquiry yr 3</u> - Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <u>Historical enquiry yr 4</u> - Use evidence to build up a picture of a past event - Choose relevant material to present a	<u>Drawing maps year 3</u> - Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. <u>Drawing maps year 4</u> - Make a map of a short route experienced, with features in correct order; - Make a simple scale drawing. <u>Using maps year 3</u>

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	picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) <u>Using maps year 4</u> - Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
<u>Organisation and communication yr 3</u> - Communicate their knowledge through: - Discuss - Drawing pictures - Drama/role play - Making models - Writing - Using ICT <u>Organisation and communication yr 4</u> - Recall, select and organise historical information Communicate their knowledge and understanding.	<u>Organisation and communication yr 3</u> - Communicate their knowledge through: - Discuss - Drawing pictures - Drama/role play - Making models - Writing - Using ICT <u>Organisation and communication yr 4</u> - Recall, select and organise historical information Communicate their knowledge and understanding.	<u>Scale/ Distance year 3</u> - Begin to match boundaries (E.g. - Find same boundary of a country on different scale maps.) <u>Scale/ Distance year 4</u> - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)

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Skill 3	Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artifacts Find out about every day lives in time study Compare with our life today Identify reasons for and results of people's action Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between sources – compare different versions of the same story Look at different representations of the period Use a range of sources to find out about a period Observe small details – artefacts , pictures Select and record information relevant to the study Begin to use the library and internet for research	Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artifacts Find out about every day lives in time study Compare with our life today Identify reasons for and results of people's action Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between sources – compare different versions of the same story Look at different representations of the period Use a range of sources to find out about a period Observe small details – artefacts , pictures Select and record information relevant to the study	Begin to ask/initiate Geographical questions Begin to collect and record evidence Investigate places and themes at more than one scale Use 4 compass points to follow/give directions Use letter / number coordinates to locate features on a map Try to make a map of a short route experienced with features in correct order Try to make a simple scale drawing Know why a key is needed Use standard symbols Begin to use map sites on the internet Use NF books, stories, atlases, pictures, photos and internet as sources of information, investigate, places and themes Begin to draw a sketch map from a high view point. Begin to identify points on maps ABC Use large scale OS maps
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		Begin to use the library and internet for research	Begin to identify features on aerial/oblique photographs
Skills Year 4	Place events from period studied on the timeline Use terms related to the period and beginning to date events Understand more complex terms BC or AD Use evidence to reconstruct life in the time studied Identify key features and events of time studied Look for links and effects in time studied Over a reasonable explanation of some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect Ask a variety of questions Use the library and internet for research	Place events from period studied on the timeline Use terms related to the period and beginning to date events Understand more complex terms BC or AD Use evidence to reconstruct life in the time studied Identify key features and events of time studied Look for links and effects in time studied Over a reasonable explanation of some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect	Ask and respond to geographical questions and begin to ask their own Analyse evidence and draw their own conclusions Investigate places and themes at more than one scale Begin to use 8 compass points to follow/give directions Use letter / number coordinates to locate features on a map confidently Make a map of a short route experienced with features in correct order Make a simple scale drawing Know why a key is needed Begin to recognised symbols on an OS map Use map sites Extend to satellite images, aerial photographs, investigate places and themes at more than one scale. Begin to match boundaries

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		Ask a variety of questions Use the library and internet for research	Draw a sketch map from a high view point Begin to identify significant places and environments. Use large and medium scale OS maps identify features on aerial/oblique photographs
Y 4	Living things and their habitats (Year 4 curriculum) Pupils should be taught to: - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. White Rose Science - Group and classify living things (Y4) - Habitats (Y4)	Light (Year 3 curriculum) Pupils should be taught to: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change. Electricity (Year 4 curriculum)	Animals including humans – (Year 4 curriculum) Pupils should be taught to: - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey. Plants (Year 3 curriculum) Pupils should be taught to: - identify and describe the functions of

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	Pupils should be taught to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. (May continue into T3) White Rose Science • Light (Y3)	different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle White Rose Science • The digestive system (Y4) • Food chains (Y4) • Plants A (Y3) • Plants B (Y3)
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		Electricity (Y4)	
	<u>Working scientifically lower KS2</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. - Gather, record, classify and present data in a variety of ways to help in answering questions - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	<u>Working scientifically lower KS2</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. - Gather, record, classify and present data in a variety of ways to help in answering questions - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables	<u>Working scientifically lower KS2</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Identify differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions or to support their findings

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	• Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings	
A r t	Ancient Egyptians Edward Tinga Tinga	Stone Age Cave art	River and Mountains Monet
	Colour mixing and sketch to create painting in style of the artist. (painting) (drawing)	Stone age village (3D form) fire collage using fabrics and pastels. (textiles/collage)	(Japanese gardens and water lilies) Painting silks. (printing) Water colours. (painting)

Cycle A: 2024– 2025 Ancient Greek, Romans, 3Rs

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<u>Year 3 painting</u> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. <u>Year 3 drawing</u> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	<u>Year 3 – 3D form</u> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models <u>Year 3 textiles/collage</u> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining.	<u>Year 3 painting</u> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. <u>Year 3 printing</u> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing. <u>Year 4 painting</u>
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	<u>Year 4 painting</u> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. <u>Year 4 drawing</u> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination.	Experiment with a range of media e.g. overlapping, layering etc. <u>Year 4 – 3D form</u> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. <u>Year 4 textiles/collage</u> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. <u>Year 4 printing</u> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want

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	Explore relationships between line and tone, pattern and shape, line and texture.	Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.	Resist printing including marbling, silkscreen and cold water paste.
D & T	Ancient Egyptians textiles Egyptian collars	Stone Age cooking + nutrition Adapting a recipe	River deep mountain high mechanisms
	Explore real examples of cross-stitch and appliqué.	Evaluate existing biscuits to create a frame of reference	Research different bridges and architects
	Practise sewing using cross-stitch and applique techniques.	Follow a recipe to make simple biscuits.	Research different mechanisms
	Design an Egyptian Usekh collar, using examples for inspiration	Budget for ingredients and create a recipe.	Plan to bridge
	Decorate (applique) Egyptian Usekh collar to represent their unique personalities.	Create packaging for a product.	Make the mechanism
	Assemble (cross-stitch) Egyptian Usekh collar.	Make + test a prototype biscuit	Building a bridge with pulley system
	Evaluate the Egyptian collar based on initial design criteria.	Evaluate the final biscuits and celebrate unique features.	Evaluate finished model

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<u>M</u> <u>u</u> <u>s</u> <u>i</u> <u>c</u>	<u>Ancient Egypt</u> T: Music Theory Unit S: Ancient Worlds P: Instrumental tuition <u>Music to create emotion - WWI songs.</u> <u>S: Songs from the era that create emotion.</u>	<u>In the Past – Music Express Year 4</u> In this unit, children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner’s Bridal March and dance the mashed potato. C: Create a song for Ug (or text chosen)	<u>River Deep / Mountain high</u> A: Baroque/Vivaldi S: Prepare part of the “For the beatify of the earth” by John rutter C: Body percussion compos
	<u>Singing</u> • Sing a widening range of unison songs of varying styles and structures with a pitch range of an octave, tunefully and with expression. Perform <i>forte</i> and <i>piano</i> (loud & soft and follow musical directions for <i>crescendo</i> (gradually getting louder) and <i>decrescendo</i> (gradually getting softer). • Perform actions confidently and in time to a range of action songs • Walk, move or clap to a steady beat with others, changing the speed of the beat as the <i>tempo</i> of the music changes. • Sing rounds and partner songs in different <i>time signatures</i>, incorporating large and small leaps and a simple second part to introduce vocal harmony. • Perform as a choir in school assemblies.		
	<u>Listening</u> • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Listen with attention to detail and recall sounds with increasing aural memory. <u>Suggested listening as described in the Model Music Curriculum</u> • Halleluiah from Messiah – Handel, • Night on a Bear Mountain – Mussorgsky		

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- Symphony No.5 – Beethoven
- O Eucharist – Hildegard von Bingen
- For the Beauty of the Earth – Rutter
- Bhabhaye Akh Larr Gayee – Bhujhangy Group
- Tropical Bird – Trinidad Steel Band
- Sahale Re – Kishori Amonkar
- I Got You – James Brown
- Take the A Train – Duke Ellington
- Wonderwall – Oasis

Composing

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Year 3

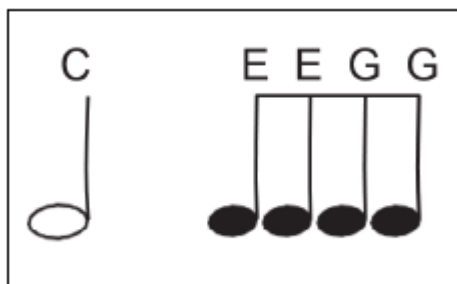
- Become more skilled at improvising, inventing short, on the spot responses using a limited note range.
- Structure musical ideas using *echo* or *question and answer* phrases.
- Compose in response to different stimuli, eg. Stories, verses, images and musical sources.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Year 4

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including *legato* (smooth) and *staccato* (detached).
- Begin to make compositional decisions about the overall structure of improvisations.
- Combine known rhythmic notation with letter names to create short, *pentatonic* phrases using a range of pitches suitable to the instrument being learnt. Sing and play these phrases as self- standing compositions.
- Arrange individual notation cards of known note values to create sequences of 2,3 or 4 beat phrases, arranged into bars.

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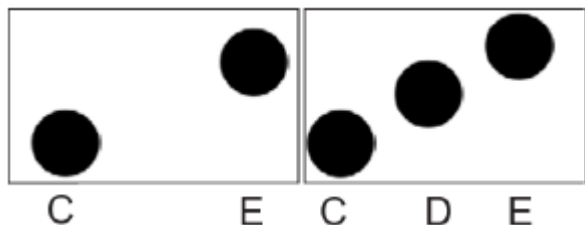


- Explore developing knowledge of musical components by composing music to create a specific mood, for example, a film clip
- Introduce major and minor chords.
- Record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

Performing.

Year 3

- Develop facility in playing tuned percussion or a melodic instrument.
- Play and perform melodies following staff notation.
- Perform using dot notation



- Individually copy stepwise melodic phrases with accuracy, *allegro* (fast) and *adagio* (slow). Extend to question and answer phrases.

Year 4

- Play melodies following staff notation.
- Perform in two parts from simple notation, identifying static and moving parts.
- Copy short melodic phrases, including *pentatonic* phrases.

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Computing	<u>Reading notation</u> <u>Year 3</u> Introduce the <i>stave</i>, lines, spaces and <i>treble clef</i>.					
	<u>The internet</u> <u>4.1</u>	<u>Audio editing</u> <u>4.2</u>	<u>Repetition in shapes</u> <u>4.3</u>	<u>Data logging</u> <u>4.4</u>	<u>Photo editing</u> <u>4.5</u>	<u>Repetition in games</u> <u>4.6</u>
	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.	Introduce notation to show higher or lower pitch and understand the difference between <i>crotchets</i> and <i>paired quavers</i>. Introduce word chants to rhythms, using one syllable per musical note.
	Recognising the internet as a network of personal networks and peer networks, including the WWW, and why we should evaluate online content.	Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Using a text-based programming language to explore count-controlled loops when drawing shapes.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs;	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs;

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	how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
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	report concerns about content and contact.					
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	Connecting computers (Year 3) -I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process -I can classify input and output devices - I can describe a simple process - I can design a digital device -I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools	Creating media- Stop-frame animation (Year 3) -I can create an effective flip book— style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works -I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like -I can break down a story into settings, characters and events	Audio production (Year 4) -I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio -I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording -I can explain how sounds can be	Branching Databases (Year 3) -I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups -I can group objects using my own yes/no questions	Sequencing sounds (Year 3) -I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose	Repetition in Shapes (Year 4) -I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands -I can test my algorithm in a text-based language - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome -I can identify everyday tasks that include repetition as part of a sequence, eg
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	- I can suggest differences between using digital devices and non-digital tools -I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections -I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices -I can identify how devices in a network are connected together	- I can create a storyboard - I can describe an animation that is achievable on screen -I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames -I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback -I can add other media to my animation - I can evaluate my final film	- combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable -I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings -I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it -I can choose appropriate edits to improve my podcast	- I can select objects to arrange in a branching database - I can test my branching database to see if it works -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups -I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database -I can create a branching database that reflects my plan	-I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence -I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork -I can identify and name the objects I will need for a project - I can implement my algorithm as code	- brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome -I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is repeated - I can predict the outcome of a program containing a count-controlled loop -I can explain that a computer can repeatedly call a procedure - I can identify 'chunks' of actions in the real world - I can use a procedure in a program
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	- I can identify networked devices around me - I can identify the benefits of computer networks	- I can explain why I added other media to my animation	- I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording	- I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool	- I can relate a task description to a design	-I can design a program that includes count-controlled loops - I can develop my program by debugging it - I can make use of my design to write a program
PE	Outdoor –Rugby Indoor – <u>Dance</u>	Outdoor – Netball Indoor - Gymnastics	Outdoor – Basketball Indoor – Personal challenge / Circuit training	Outdoor – Hockey Indoor – Tennis	Outdoor – Cross country Indoor – Inclusive Sports	Outdoor – Athletics Indoor – Adventurous Activities (Orienteering)
	<u>Year 3 Games (Rugby, Netball)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.		<u>Year 3 Games (Basketball, hockey & tennis)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.		<u>Year 3 Games (Inclusive sports)</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. •	

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	<u>Year 4 Games (Rugby, Netball)</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.		<u>Year 4 Games (Basketball, hockey and tennis)</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.		<u>Year 3 cross country and athletics</u> • Beginning to run at speeds appropriate for the distance. • e.g. sprinting and cross country • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control.
	<u>Year 3 Dance</u> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into	<u>Year 3 Gymnastics</u> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence.			<u>Year 3 OAA</u> • Develops listening skills. • Creates simple body shapes. • Listens to instructions from a partner/ adult. • Beginning to think activities through and problem solve.

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	movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work.	- Describes their own work using simple gym vocabulary. - Beginning to notice similarities and differences between sequences. - Uses turns whilst travelling in a variety of ways. - Beginning to show flexibility in movements - Beginning to develop good technique when travelling, balancing, using equipment etc				- Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe.
	<u>Year 4 Dance</u> - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli.	<u>Year 4 Gymnastics</u> - Links skills with control, technique, co-ordination and fluency. - Understands composition by performing more complex sequences. - Beginning to use gym vocabulary to describe how to improve and refine performances.				<u>Year 4 OAA</u> - Develops strong listening skills. - Uses simple maps. - Beginning to think activities through and problem solve. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group.

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	- Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work.	- Develops strength, technique and flexibility throughout performances. - Creates sequences using various body shapes and equipment. - Combines equipment with movement to create sequences.				Demonstrates an understanding of how to stay safe.
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PSHE – using SCARFE	Autumn 1 Me and My Relationships	Autumn 2 Valuing Differences	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
	-As a rule -My special pet -Ok or not ok (1 and 2) -Human machines -Different feelings -Friends are special -Looking after our special people	-Family and Friends -Our friends and neighbours -Let's celebrate our differences -Can you sort it? -Islands -That is such a stereotype	-Safe or unsafe? -Danger or risk? -Alcohol and cigarettes: the facts -Raisin challenge(1 and 2) -Help or harm? -Know the norms	-Our helpful volunteers -Who helps us stay healthy and safe -Its your right -Earning money -How do we make a difference? -Harold's expenses -Why pay taxes?	-Derek cooks dinner -Poorly Harold -I am fantastic -What makes me ME! -Making choices -My school community	<u>Year 3:</u> Relationship tree Body space None of your business Secret or surprise My changing body Basic first aid <u>Year 4</u> Moving house My feelings are all over the place All change Preparing for changes at puberty Secret or surprise

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						Together
	(In order of above lessons) • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying;	• Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.	• Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities;	• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel	Year 3: • Identify different types of relationships • Recognised who they have positive healthy relationships with • Understand what is meant by the term body space or personal space • Identify when it is appropriate or inappropriate to allow someone into their body space • Rehearse strategies for when someone is inappropriately in their body space. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when

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	might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend. - Demonstrate strategies for working on a collaborative task; - Define successful qualities of teamwork and collaboration. - Identify a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to physical state. - Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again. - Identify people who they have a special relationship with;	- Suggest strategies for dealing with name calling (including talking to a trusted adult). - Define the terms 'negotiation' and 'compromise'; - Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. - Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. - Understand and identify stereotypes, including those promoted in the media	- Demonstrate strategies for assessing risks; - Understand and explain decision-making skills; - Understand where to get help from when making decisions. - Understand that medicines are drugs and suggest ways that they can be helpful or harmful. - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).	- Identify some rights and also responsibilities that come with these. - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) - Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process. - Define the terms 'income' and 'expenditure'; - List some of the items and services of expenditure in the school and in the home;	good about ourselves; - Explain why some groups of people are not represented as much on television/in the media. - Identify ways in which everyone is unique; - Appreciate their own uniqueness; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Give examples of choices they make for themselves and choices others make for them; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Define what is meant by the word 'community';	it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and
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	Suggest strategies for maintaining a positive relationship with their special people.			- Prioritise items of expenditure in the home from most essential to least essential. - Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out showing both pay and deductions; - Prioritise public services from most essential to least essential.	- Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community.	talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for
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						images or information of themselves or others occurs. • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid eg. Common injuries including head injuries Year 4 • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents;
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						• Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel
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						uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
RE	LAS Compulsory Community – Hinduism/Islam		MAST Unit	Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (<i>including Christianity, Islam, Hinduism and Judaism</i>)	
	COMMUNITY – HINDUISM KEY QUESTIONS • How does Hindu worship and practice build a sense of community? • How is Hindu belief expressed collectively? • How do Hindu practices impact (positively and negatively) on the natural world? KEY VOCAB AND KNOWLEDGE Types of knowledge you might include (<i>substantive, disciplinary, personal – see below</i>):		Warm Hearts What does it feel like to experience God's presence? The life of John Wesley, made relevant to your pupils. KEY VOCAB belief faith	Creation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: • Retell the story of creation from Genesis 1:1–2.3 simply.	PILGRIMAGE KEY QUESTIONS • What is a pilgrimage? What does pilgrimage involve? • What is the point of a pilgrimage – the travelling or the destination? • What is the environmental impact of pilgrimage? Must include at least one religious or non-religious worldview other than Christianity and Islam. KEY VOCAB AND KNOWLEDGE	

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	- Recap of key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma (see KS2 Compulsory Unit: God – Hinduism) - Worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of Brahman, the ultimate reality), importance of the family and the way in which dharma relates to family life - Worship in the mandir: puja (see https://www.bbc.com/education/clips/zh2hyrd); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the Brahmin shares the light with the community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir - Festivals: Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of	sacred spiritual commitment worship presence of God. Specific religions: Christianity Methodist Holy Spirit Psalms Scripture The language of shared human experience: expression vision dreams Pupils will be able to: - Describe the experience of John Wesley, when his heart was ‘warmed’ - Use religious or spiritual vocabulary to describe what Christians believe about the Holy Spirit	- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. - Say what the story tells Christians about God, Creation and the world. - Give at least one example of what Christians do to say thank you to God for the creation. - Think, talk and ask questions about living in an amazing world. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship	Types of knowledge you might include (<i>substantive, disciplinary, personal – see below</i>): - Pilgrimage as a significant journey carried out for a special reason - Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.) Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Judaism: the site of the Jewish temple, destroyed in 70CE by the Romans; Christianity: the site of some of Jesus’ teaching and of his death and resurrection; Islam: the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings Christianity: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key
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	Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment Holi – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the avatars of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different dharma) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment Raksha Bandhan (sometimes called Rakhi) – the festival of brothers and sisters; originally intended to celebrate the duty (dharma) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the dharma (duty) one has to one's family; key practices, e.g. tying a red thread (rakhi) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world COMMUNITY – ISLAM KEY QUESTIONS • How does Muslim worship and practice build a sense of community? • How is Muslim belief expressed collectively?	• Ask good questions of their own about how people 'feel God's presence' Make links between the story of John Wesley and other kinds of 'heart warming' experiences, including their own experiences	with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage • Hinduism: the Kumbh Mela – a festival celebrated at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and the local environment
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	- How do Muslim practices impact (positively and negatively) on the natural world? Types of knowledge you might include (substantive, disciplinary, personal – see below): - Recap of key beliefs (<i>cf. KS2 Compulsory Unit – God [Islam]</i>): God, <i>tawhid</i>, everything created in harmony (<i>muslim</i>), humans as <i>‘abd</i> and <i>khalifa</i> to help keep everything in harmony; the straight path (<i>shariah</i>) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur’an and the prophets <i>Ummah</i> – the global community of Muslims and the way this relates to the idea of harmony and the straight path The Five Pillars and the way they relate to Muslim beliefs: Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets; used as part of the <i>adhaan</i> (call to prayer) and <i>salat</i> (prayer) Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements)			
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	Zakat (charitable giving): 2.5% of disposable income annually; often given to the mosque, which then distributes it to identified charities; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out at a later time; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the			
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	same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God; the impact of the hajj on the environment. Umrah – the non- mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs • The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community (e.g. #VisitMyMosque day) • Festivals and the ways in which they relate to Muslim beliefs: • Eid ul-Fitr – marks the end of the month of Ramadan and the fast (sawm); it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month; key practices, e.g. giving zakat (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world • Eid ul-Adha – the festival of the sacrifice; remembers the story the Prophet Ibrahim being willing to sacrifice his son,			
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	Isma'il, when God asks him to (compare with story in Genesis 22 about Abraham and his son, Isaac); key practices, e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need (in the UK the animal must be slaughtered in an appropriate slaughterhouse), giving presents, wearing new clothes, giving zakat (charity); examples of Eid ul-Adha in the UK and elsewhere in the world			
FRENCH (Language Angels)	Phonics 1 and 2 Vegetables E Story Telling	Phonics 1 and 2 My Family 1 Story Telling		Phonics 1 and 2 In class 1
	<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly	<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly		<u>Year 3 French skills</u> <u>Listening</u> Understand a few familiar spoken words and phrases <u>Speaking</u> Say and repeat single words and short simple phrases <u>Reading</u> Can recognise and read out a few familiar words and phrases <u>Writing</u> Can write or copy simple words of symbols correctly
	<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u>	<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u>		<u>Year 4 French skills</u> <u>Listening</u> Understand a range of familiar spoken phrases <u>Speaking</u>

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	Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form	Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form	Answer simple questions and give basic information <u>Reading</u> Understand and read out familiar written phrases <u>Writing</u> Can write one or two short sentences and fill in the words on a simple form
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