SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

Two Year Curriculum Plan Emerald Class Year 3 and Year 4

YEAR A



Emerald Class 2 Year Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Bronze age to Iron Age	Climate and Weather	Invaders and raiders (Anglo Saxons)	Our world (Human geography)	Crime and Punishment	Coasts
Hook/ Question /Statement	Which was more impressive- the bronze age or the iron age?	Why is climate important?	Was the Anglo-Saxon period really a dark age?	Where on earth are we?	How has crime and punishment changed over time?	Do we like to be beside the seaside?
Class Read	The Bronze age boy The Boy with the Bronze axe	The boy who harnessed the wind A storm called Katrina	Beowulf Anglo-Saxon Boy	Float One World Many Colours Here in the Real World	The Eye that never sleeps Voices in the park	
English	Narrative (2020) Portal Stories Elf Road by Pie Corbett 2022 Narrative (Science Fiction) The Iron Man by Ted Hughes	Non-Fiction (2020) Explanations Magnificent Machines Text: The teacher Pleaser Christmas Poems Winter's Tale 2022 Poetry Autumn is here Narrative (Tragedy) Flood by Alvaro F. Villa	Non-Fiction Non-Chronological Report Skeletons and Muscles Narrative (Romance) The Blue Umbrella by Pixar Animation Studios.	Narrative (Story) Float by Daniel Miyares Non-fiction Newspaper report The Creature	Narrative (Suspense) The Wolves in the Walls by Neil Gaiman Playscript (Linked to a radio play) The Plague	Non-Fiction Persuasion Sicily Holiday Brochure Narrative (Traditional tale with a twist) The True Story of the Three Little Pigs by Jon Sceiszka
Maths	Year 3 Number and Place value – within 1000 Addition and Subtraction Multiplication and Division Year 4 Number and Place value – 4-digit numbers Addition and Subtraction Measurement – Perimeter Multiplication and Division		Year 3 Multiplication and Division Measurement – Money Statistics Measurement – Length Fractions Year 4 Multiplication and Division Measurement – Area Fractions – Including Decimals		Year 3 Fractions Measurement – Time Geometry –Angles and Properties of Shapes Measurement - Mass Year 4 Fractions – Including Decimals Measurement – Money Measurement – Time Statistics Geometry –Angles and Properties of Shapes Geometry – Position and Direction	
Geography	 Climate and Weather (Autumn 2) In this unit, the children will: locate some of the world's climate zones on a globe or map, name examples and have some understanding of them extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations describe and give examples of the variety of biomes and vegetation belts 		 Our world (Spring 2) In this unit, the children will: improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied use the eight points of the compass to build their knowledge of the wider world. 		 Coasts (Summer 2) In this unit, the children will: extend their knowledge and understanding beyond the local area to include more of the UK name and locate (some) counties and cities of the UK learn about key topographical or physical features of coasts understand how some of these aspects developed, are hanging now and have changed over time understand similarities and differences through the study of human and physical geography of a region of the UK (SW 	

	• use appropriate geographical vocabulary to describe weather,		describe and
	climate, climate zones, biomes and vegetation belts	Key Vocab	of coasts, i
	• identify the world's hottest, coldest, wettest and driest locations.	Clabe men lensitude letitude continent econ Equator North Dele	economic a
		Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address,	• consider tou
	Key Vocab	postcode, county, country, continent, Earth, solar system, universe,	activity
	Mosther weather forecast second directs directs report relation	satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic	 think about
	Weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna,	Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis,	sea levels and
	vegetation, Temperature, frozen/freeze/freezing, glacier,	clockwise, anti-clockwise, International Date Line, Pacific Ocean, Co-	having.
	iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna –	ordinate	Key Vocab
	polar tundra and alpine tundra, caribou, reindeer, polar bear,		Key Vocab
	penguin, seal, Northern and Southern Hemisphere, tundra –		Sea, waves, se
	polar, permafrost, taiga, Desert, sub-tropical, Sahara, Namibian		N, NE, E, SE, S
	Desert, Mojave Desert, dry, arid, rain, shadow, Monsoon, tropical		location, holio
	rain, forest climate and biome, rainfall map, India, Temperate		rock, beach, c
	climate zone and biome, deciduous (trees), seasons, flora (plants),		human featur
	fauna		tourism, regio
	(animals)		Australia, blea
			resistance, po
			shipping, sea
			reclaimed lan
			shells, Climate
History	Bronze to Iron Age (Autumn 1)	Anglo-Saxons (Spring 1)	Crime and Pu
	In this weit, the children will evelope the low factures of the Dreves	In this wait the children will be mechanist the world of the Angle Covers	
	In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments	In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period	In this unit, th Punishment h
	within the periods. Links will be made to the Stone Age period,	deserves to be called the 'Dark Ages'. Links will be made to prior	developing ar
	which they may have studied in the autumn term. Throughout the	learning, particularly to Roman Britain. Throughout the unit, there is a	a long period
	unit, the children will use a variety of sources of evidence to	strong focus on the range of sources that provide us with evidence	evidence to d
	investigate the period, including archaeological evidence with a	about the people living at that time. The children will examine	different time
	focus on the Amesbury Archer, the Lindow Man, Roman written	archaeological evidence, such as the Sutton Hoo ship burial and the	case studies in
	accounts of the Celts and reconstruction drawings of both periods.	Staffordshire hoard, while using written evidence from the time,	including the
	Differing interpretations of evidence will be considered.	including Beowulf, to provide context for the archaeological finds. They	police force, t
		will learn about the importance of archaeological evidence and the	suffragettes.
	In this unit, the children will:	work of the archaeologist, as well as the accidental finds of metal	some things r
	 use common words and phrases relating to the passing of time 	detectorists.	
	develop a chronologically secure knowledge and understanding of		In this unit, th
	British history	In this unit, the children will:	• develop a cl
	address historically valid questions about change, similarity and	develop a chronologically secure knowledge and understanding of	understandin
	differencedevelop the use of historical terms	British and world historydevelop the appropriate use of historical terms	 address hist significance
	 understand how our knowledge of the past is constructed from a 	 understand how our knowledge of the past is constructed from a 	 construct in
	range of sources	range of sources	selection and
	construct informed responses that involve thoughtful selection	 construct informed responses that involve thoughtful selection and 	 understand
	and organisation of relevant historical information	organisation of relevant historical information	from a range
	 address historically valid questions about trends and significance. 	 note connections, contrasts and trends over time 	 note connect
		 regularly address and devise historically valid questions about 	the appropria
	Key Vocab:	significance.	address and
	Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker,		and differenc
	archer, evidence, interpretations, radiocarbon dating, DNA	Key Vocab:	
	testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive		

d understand key aspects of the human geography including: types of settlement and land use, activity and safety

urism, as both an economic and a pleasurable

the future and the effects climate change, rising d pollution, especially by plastics, are already

easide, coast, coastline, strandline, compass point, S, SW, W, NW, beach, sand, dune, rocks, cliff, day, resort, tourist, tourism, Mediterranean, Sand, cliff, industry, fishing, harbour, physical features, res including settlement, economic activities, on, peninsula, reef, coral, Great Barrier Reef, aching, Erosion, deposition, tides, storm, ower (of the sea), Antarctica, cruise, Port, dock, fisherman, trawlerman, trawler, human activity, nd, economic activity, trade, sea food, rock pool, te change, rising sea level, inundation, archipelago unishment (Summer 1)

he children will explore how and why Crime and has changed over time. This will support them in n understanding of change and development over of time. They will utilise a variety of sources of develop their knowledge and understanding of the e periods. Within this, they will look at some small in more depth to understand triggers for change, Bloody Code of 1815, the founding of the first transportation of prisoners and the activism of the The children will also begin to appreciate that remain the same over long periods of time.

ne children will:

- hronologically secure knowledge and
- g of British history
- torically valid questions about change, cause and
- formed responses that involve the thoughtful organisation of historical information how our knowledge of the past is constructed
- of sources
- ctions, contrasts and trends over time and develop ate use of historical terms
- d devise historically valid questions about similarity e.

	argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, grave goods, archaeologist, excavation, function, sceptre, garnet, hoard, metal detecting, saga, chronicle, illuminated manuscript, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, classification, cataloguing, strata, shard, site, trench.	Key Vocab: Rules, society, riot, pillory, tra vagabond, poa hostile, trunch transportation
			oakum, discrir change, contir
Art	Experiment with creating mood using colour	Use watercolour paint to produce washes for backgrounds then add detail.	Use pencil to s
	Learn about great artists in history with a focus on Andy Warhol and Roy Lichtenstein with a focus on Pop art.	Learn about great artists in history with a focus on Claude Monet.	Learn about gi Christopher W
	Year 3	Year 3	Year 3
	I can show facial expressions in my art.	I can show facial expressions in my art.	I can show fac
	I can use sketches to produce a final piece of art.	I can use sketches to produce a final piece of art.	I can use sketo
	I can use different grades of pencil to shade and to show different	I can use different grades of pencil to shade and to show different	I can use differ
	tones and textures. I can create a background using a wash.	tones and textures. I can create a background using a wash.	different tone I can create a
	I can use a range of brushes to create different effects in painting.	I can use a range of brushes to create different effects in painting.	l can use a ran
	I can identify the techniques used by different artists.	I can identify the techniques used by different artists.	painting.
	I can use digital images and combine with other media in my art.	I can use digital images and combine with other media in my art.	I can identify t
	I can use IT to create art which includes my own work and that of	I can use IT to create art which includes my own work and that of	I can use digita
	others.	others.	art.
	I can compare the work of different artists.	I can compare the work of different artists.	I can use IT to
	I recognise when art is from different cultures. I recognise when art is from different historical periods.	I recognise when art is from different cultures. I recognise when art is from different historical periods.	of others. I can compare I recognise wh
	Year 4	Year 4	I recognise wh
	I can show facial expressions and body language in sketches and	I can show facial expressions and body language in sketches and	Year 4
	paintings.	paintings.	
	I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms	I can use marks and lines to show texture in my art.	I can show fac
	in movement.	I can use line, tone, shape and colour to represent figure and forms in movement.	paintings. I can use mark
	I can show reflections in my art.	I can show reflections in my art.	I can use line,
	I can print onto different materials using at least four colours.	I can print onto different materials using at least four colours.	forms in move
	I can sculpt clay and other mouldable materials.	I can sculpt clay and other mouldable materials.	I can show ref
	I can integrate my digital images into my art.	I can integrate my digital images into my art.	I can print ont
	I can experiment with the styles used by other artists.	I can experiment with the styles used by other artists.	I can sculpt cla
	I can explain some of the features of art from historical periods.	I can explain some of the features of art from historical periods.	I can integrate
	Key Vocab		I can explain s
		Key Vocab	
	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades,		Key Vocab
	forms, shapes, third dimension Tone: variations, tone Texture: pattern	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment,	
	texture, proportion, emotion, expression	effects, textures, blocking, washes, layering, brush	Line: charcoal, j
	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush		grades, forms, s Texture: patter

y, crime, punishment, values, poaching, witchcraft, transportation, flogging, attitudes, execution, oaching, highwayman, smuggling, police, respect, cheon, severe crime, lesser crime, liberty, on, prison, gaol, separate system, silent system, rimination, prejudice, democracy, parliament, tinuity, attitudes, values.

show line, tone and texture

great architects in history with a focus on Wren.

acial expressions in my art. tches to produce a final piece of art.

- erent grades of pencil to shade and to show les and textures.
- a background using a wash.
- ange of brushes to create different effects in

the techniques used by different artists.
ital images and combine with other media in my

o create art which includes my own work and that

re the work of different artists.

- when art is from different cultures.
- when art is from different historical periods.

acial expressions and body language in sketches and

rks and lines to show texture in my art.

e, tone, shape and colour to represent figure and vement.

- eflections in my art.
- nto different materials using at least four colours. clay and other mouldable materials.
- te my digital images into my art.
- nent with the styles used by other artists.
- some of the features of art from historical periods.

l, pencil, crayon, chalk, pastels, pens. Form and shape: , shapes, third dimension Tone: variations, tone ern texture, proportion, emotion, expression

Emerald Class 2 Ye	ar Overview						
D & T	A2 Structures	Healthy Food from around the world	1	<u>S1</u>			
	Shell Structures	Healthy and varied diet		Electrical Systems			
	To create a recyclable gift box	Prior learning		Simple Circuits and Switches			
	Prior learning	 Know some ways to prepare ingred 	dients safely and hygienically.	 Creating alarms Escaping 	g Jail		
	 Experience of using different joining, cutting and finishing 	Have some basic knowledge and u		Prior learning			
	techniques with paper and card.	and The eatwell plate.	nacistanding about nearing cating	Constructed a simple series ele	ectrical circuit in science, using		
	• A basic understanding of 2-D and 3-D shapes in mathematics and	Have used some equipment and used and used some equipment and used some equipment and used and us	tensils and prepared and combined	bulbs, switches and buzzers.			
	the physical properties and everyday uses of materials in science	ingredients to make a product.		 Cut and joined a variety of con 	nstruction materials, such as		
	Designing	Designing		wood, card, plastic, reclaimed	materials and glue.		
	• I can generate realistic ideas and design criteria collaboratively	 I can generate and clarify ideas thr 	augh discussion with poors and	Designing			
	through discussion, focusing on the needs of the user and purpo	adults to develop design criteria in		• I can gather information about	t needs and wants, and develop		
	of the product.	and aroma for an appealing produc		design criteria to inform the de	esign of products that are fit for		
	• I can develop ideas through the analysis of existing products and	 I can use annotated sketches and a 		purpose, aimed at particular in	ndividuals or groups.		
	use annotated sketches and prototypes to model and	communication technology, such a		• I can generate, develop, mode	el and communicate realistic		
	communicate ideas.	and communicate ideas.		ideas through discussion and, a	as appropriate, annotated		
	Making	Making		sketches, cross-sectional and e	exploded diagrams.		
	 I can order the main stages of making. 	•	no licting ingradiants stansils and	Making			
	 I can select and use appropriate tools to measure, mark out, cut 	I can plan the main stages of a reci	pe, insting ingredients, utensits and	• I can order the main stages of	making.		
	score, shape and assemble with some accuracy.		equipment.		• I can select from and use tools and equipment to cut, shape,		
	• I can explain their choice of materials according to functional	 I can select and use appropriate utensils and equipment to prepare and combine ingredients. 		join and finish with some accuracy.			
	properties and aesthetic qualities.	-	ionto to make annuoriate food	• I can select from and use materials and components, including construction materials and electrical components according to			
	• I can use finishing techniques suitable for the product they are	 I can select from a range of ingreding products, thinking about sensory c 					
	creating.		Evaluating		l aesthetic qualities.		
	Evaluating	•		Evaluating			
	 I can investigate and evaluate a range of existing shell structures 		 I can carry out sensory evaluations of a variety of ingredients and products. I can record the evaluations using e.g. tables and simple 		range of existing battery-		
	including the materials, components and techniques that have	graphs.		powered products.			
	been used.			• I can evaluate their ideas and products against my own design			
	• I can test and evaluate my own products against design criteria	 I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 		criteria and identify the strengths and areas for improvement			
	and the intended user and purpose.			in their work.			
	Technical knowledge and understanding	 Technical knowledge and understanding I know how to use appropriate equipment and utensils to prepare 		Technical knowledge and understanding			
	 I can develop and use knowledge of how to construct strong, still 		ipment and utensils to prepare	• I understand and use electrical systems in their products, such			
	shell structures.			as series circuits incorporating			
	 I can develop and use knowledge of nets of cubes and cuboids a 	• I know about a range of fresh and		• I can apply my understanding	of computing to program and		
	where appropriate, more complex 3D shapes.	for their product, and whether the		control their products.			
	• I know and use technical vocabulary relevant to the project.	I know and use relevant technical a	and sensory vocabulary	• I know and use technical vocal	bulary relevant to the project.		
		appropriately.			,		
	Key Vocab	Key Veesh		Key Vocab			
		Key Vocab		Ney Vocab			
	shell structure, three-dimensional (3-D) shape, net, cube, cuboid,	name of products, names of equipm	ent utensils techniques and	series circuit, fault, connection,	toggle switch nush-to-make		
	prism, vertex, edge, face, length, width, breadth, capacity, markir	ingredients, texture, taste, sweet, so			attery, battery holder, bulb, bulb		
	out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy,	preference, greasy, moist, cook, fres		holder, wire, insulator, conducto			
	material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing,	reared, caught, frozen, tinned, proce		program, system, input device, o			
	laminating font, lettering, text, graphics, decision, evaluating, desi	healthy/varied diet, planning, design		function, prototype, design crite			
	brief design criteria, innovative, prototype	sketch, sensory evaluations			-		
Science	Forces and Magnets Food and Our Bodies	What's that sound?	. <u>How Does your Garden Grow?</u>	Electricity	The Nappy Challenge		
	-Compare how things move on -Identify that animals, including		-Identify and describe the functions of different parts of	- Identify common appliances	Working scientifically skills		
	different surfaces. humans, need the right types a		renetions of unterent parts of	that run on electricity.	Working scientifically skills		

Emerald Cla

-Notice that some forces need	amount of nutrition, and that	-Recognise that vibrations from	flowering plants: roots, stem /	-Construct a si
ontact between two objects,	cannot make their own food.	sounds travel through a medium to	trunk, leaves and flowers.	electrical circu
out magnetic forces can act at a	-They get their food from what	the ear.	-Explore the requirements of	and naming its
distance.	they eat.	-Find patterns between the pitch	plants for life and growth (air,	including cells,
Observe how magnets attract	-Identify that humans and some	of a sound and features of the	light, water, nutrients from soil,	switches and b
or repel each other and attract	other animals have skeletons and	object that produced it.	and room to grow) and how they	-Identify wheth
some materials and not others.	muscles for support, protection	-Find patterns between the volume	vary from plant to plant.	will light in a si
compare and group a variety of	and movement.	of a sound and the strength of the	-Investigate the way in which	circuit, based o
materials on the basis of		vibrations that produced it.	water is transported within	not the lamp is
whether they are attracted to a	Working scientifically skills	-Recognise that sounds get fainter	plants.	complete loop
magnet, and identify some		as the distance from the sound	-Explore the part that flowers	-Recognise tha
magnetic materials.	This topic develops the following	source increases.	play in the life cycle of flowering	and closes a cir
Describe magnets as having	working scientifically skills:		plants, including pollination, seed	associate this v
two poles.	• Gather, record, classify and	Working scientifically skills	formation and seed dispersal.	not a lamp ligh
Predict whether two magnets	present data in a variety of			series circuit.
will attract or repel each other,	ways to help in answering	This topic develops the following	Working scientifically skills	-Recognise son
lepending on which poles are	questions.	working scientifically skills:		conductors and
facing	• Record findings using simple	Ask relevant questions and use	This topic develops the following	associate meta
	scientific language, drawings,	different types of scientific	working scientifically skills:	good conducto
Working scientifically skills	labelled diagrams, keys, bar	enquiries to answer them.	• Ask relevant questions and	
	graphs and tables.	Set up simple practical	use different types of	Working scient
This topic develops the	 Report on findings from 	enquiries, comparative and fair	scientific enquiries to answer	This topic deve
following working scientifically	enquiries, including oral and	tests.	them.	following work
skills:	written explanations, displays	• Make systematic and careful	• Set up simple practical	skills:
Ask relevant questions and	or presentations of results	observations and, where	enquiries, comparative and	Ask relevar
use different types of	and conclusions	appropriate, take accurate	fair tests.	using differ
scientific enquiries to		measurements using standard	• Make systematic and careful	scientific e
answer them.	Key Vocab	units, using a range of	observations and, where	answer the
 Set up simple practical 		equipment, including	appropriate, take accurate	simple prac
enquiries, comparative and	Nutrition, food types,	thermometers and data	measurements using standard	comparativ
fair tests.	carbohydrates, protein, vitamins	loggers.	units, using a range of	Gather, re
Make systematic and careful	and minerals, fat, sugar, fruits	 Gather, record, classify and 	equipment including	present dat
observations and, where	and veg, dietary fibre, water,	present data in a variety of	thermometers and data	ways to he
appropriate, take accurate	balanced diet, skeleton, muscles,	ways to help in answering	loggers.	questions.
measurements using	support, protection, movement,	questions.	 Gather, record, classify and 	Record find
standard units, using a range	names of bones, vertebrate,	 Record findings using simple 	present data in a variety of	simple scie
of equipment including	invertebrate	scientific language, drawings,	ways to help in answering	drawings, l
thermometers and data		labelled diagrams, keys, bar	questions.	diagrams, k
loggers.		charts, and tables.	 Record findings using simple 	and tables.
Gather, record, classify and		 Reporting on findings from 	scientific language, drawings,	
present data in a variety of		enquiries, including oral and	labelled diagrams, keys, bar	Key Vocab
ways to help in answering			charts and tables.	
questions.		written explanations, displays		Electricity, app
		or presentations of results and	 Report on findings from anguirios, including oral and 	mains, plug, el
 Record findings using simple scientific language, 		conclusions.	enquiries, including oral and	complete circu
		 Use results to draw simple conclusions, make predictions 	written explanations, displays	diagram, circui
drawings, labelled diagrams,		conclusions, make predictions	or presentations of results	components, c
keys, bar charts and tables.		for new values, suggest	and conclusions.	•
 Use results to draw simple 		improvements and raise	 Use results to draw simple 	positive/negat

further questions.

conclusions, make predictions for new values, simple series cuit, identifying its basic parts, ls, wires, bulbs, buzzers. ether or not a lamp simple series on whether or is part of a op with a battery. hat a switch opens circuit and s with whether or ghts in a simple

ome common and insulators and etals with being ctors

entifically skills velops the orking scientifically

vant questions and ferent types of enquiries to hem – setting up ractical enquiries, tive and fair tests. record, classify and data in a variety of help in answering

indings using cientific language, , labelled s, keys, bar charts es.

ppliance, device, electrical circuit, cuit, circuit cuit symbol, cell, battery, ative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor,

conclusions, make predictions

for new values, suggest

This topic develops the following working scientifically skills:

- 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.
- Ask relevant questions • and use different types of scientific enquiries to answer them.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Set up simple practical • enquiries, comparative and fair tests.
- Use straightforward • scientific evidence to answer questions or to support their findings.

Key Vocab

Yr3 - Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers.

Yr4 - Previous vocab plus enquiry types increase,

merald Class 2 Ye	ear Overview				
	suggest improvements and raise further questions. Key Vocab Force, contact force, non- contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non-magnetic, poles, north/south pole		 Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support findings. Key Vocab Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument 	 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. Key Vocab leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal 	faster/slower, o
RE	 Beliefs and practices; Symbols and UC People of God 2a.2 What is it if Deeper) Explore early stories in the bible the children of Israel. Why are they dewhat is their relationship with God Marking festivals, traditions and if Pupils describe ways and traditions (Lent, Easter, Christmas) and mark welcoming ceremonies and tradition (Catholic) Weddings). Pupils also e the same event (e.g. Christmas, cechildren and cultures within the claways of celebrating life events. Symbolic expression in prayer and Through the exploration of beliefs symbolic actions in worship can cobeyond words. Recall the Lord's prodo Christians say prayers together They explore humility in prayer, the importance of sharing food in Christer and Christmas traditions and the world? Key Vocab 	ike to follow God? (Digging hat begin to who talk about the scribed as the 'People of God' and ? Exp events in life s of celebrating Christian festivals ing important events in life (birth ons, e.g. Baptism, confirmation xplore different ways of marking remonies of belonging). From the ass are there any other special A worship and practices, pupils explain how mmunicate and express meaning rayer, our Spellbrook prayer. Why ? e use of candles and the stian worship.	Identity and belonging; Ultimate quereflection; Beliefs and practices(Ease Belonging to a family, a community religious leadership What does it mean to belong to a fait shared beliefs and develop imaginat their own faith or belief commitment, guide Muslims in their daily lives and five times a day whilst others do not duties of historical and religious leader Imam, Vicar) on followers and in the Different ideas about God and gods (Possibly move this to Summer term Discussing challenging questions about god and gods (Possibly move the attributes of God (errinity). They explore different ideas al questions (e.g. Why are there some don't have the answers?) They learn and describe the attributes of God (errinity). They explore different stories (Christianity and Islam), expressing of creation, God and heaven though creation, Digging deeper yr 2	ter); , challenges and ith community? Pupils explore ive and creative ways of expressing its (e.g. Sikh Kalsa). Looking at the , they explore how the Five Pillars d question why some Muslims pray . They learn about the role and dership (e.g. Jesus, Muhammad, ir own lives. , creation and ultimate questions n as Spring term is shorter) out meaning, purpose and truth, bout God and pose some deeper questions about life to which we some of the ways religion's name e.g. 99 names of Allah and the es about how the world began creatively theirs and others ideas on eative media. om the Creation Story?) Reflection ces and prayer (Islamic focus) al space for worship in a mosque significance for followers. They in may contribute to a worshippers'	Christianity -What do Christ Sources of wisc and fairness; Sacred texts an Enquiring about faith stories and traditions (e.g. and respond to consider what i should be treat Learning about they ask and ex Trinity?' and th UC 2a.6 When Make clear link Christian belief simple links bet Acts 2, the Holy Make links bet Acts 2, the Holy Make links bet explored in the God in the worl Taking respons Pupils consider other and some kind of world d different comm other. They thin and compile a r



hristians believe about God? <mark>wisdom;</mark> Human responsibility and values Justice

ts and stories, their guidance and impact

bout what is wisdom, pupils explore the power of s and sacred writing from the Christian and Islamic e.g. The Good Samaritan, the story of Muhammad) d to the impact of these on religious followers. They hat is a sacred text, beliefs about its origin and how it reated (e.g. The Qur'an and The Bible).

bout the impact of authority on individual believers, and explore 'Who was Jesus?' and 'What is the and the impact of Pentecost on Christians.

nen Jesus left what was the impact of Pentecost?

links between the story of the day of Pentecost and elief about the Kingdom of God on Earth. Make s between the description of the Day of Pentecost in Holy Spirit and the Kingdom of God.

between the ideas about the Kingdom of God the Bible and what people believe about following world today, expressing some of their own ideas.

onsibility for living together, values and respect

ider their responsibility for the world and for each some religious and worldview responses (e.g. What rld did Jesus want?). They consider what rules ommunities follow about caring for the world/each r think about what is important and what is valued e a moral values charter.

	Year Overview Covenant , ceremony, old/new te	stament, command, oath.	prayers (e.g. the first Surah in the Qu	a'ran and The Lord's Praver) and	(UC 2a.4 What kind of world would Jesus want?)		
			how they might inspire a believer's of		(,		
	descendent, Humility, hallowed, trespass, temptation, symbolism, wreath		Exploring Lent, Holy Week and Salva They revisit the Easter story and lear visiting a local church or listening to Key Vocab Commitments, five pillars, duty, Mul Surah, pilgrimage, Mecca, Lent, salv	ation In about the Eucharist through a Church leader. hammad, attributes, purpose,	 Right and wrong, just and fair Pupils learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zacchaeus the Tax Collector and Widow's Mite). They reflect on who decides what is right and what is wrong. Key Vocab Significance, impact, Pentecost, Kingdom, Acts, Multilingual, human race, Atheists, moral values, religious charity, Zacchaeus, 		
PE	Football	Hockey (QuickSticks)	Gymnastics	Tag Rugby	Athletics	Kwik cricket	
	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3	
	I can stop a ball using the sole,	I can dribble the ball with control.	I can perform a rocket jump with	I can tag another player when	I can react quickly and	I can roll the ball with	
	inside and sometimes the	I can push pass and receive the	¼, ½ turn, and full turn with good	moving.	accelerate over short	accuracy and control and stop	
	outside of my feet.	ball with control.	control and body tension.	I can move with control in a	distances.	the ball using 2 hands, one	
	I can pass a ball using the inside	I can pass the ball over a longer	I can perform a teddy bear roll with	variety of directions with the ball	I can throw a javelin/vortex	hand and a long barrier.	
	of my feet with accuracy.	distance with accuracy and	control and pointed toes.	in my hands using the correct	while standing in the correct	I can throw underarm and	
	I can dribble a ball using my feet	power.	I can perform a complex matching	handling position.	stance.	catch a ball with control and	
	and turn with some control.	I can pass and receive a ball with	and mirroring balance with control	I can pass a ball backwards or	I can perform a hop, step and	accuracy	
	I can make a standing tackle in	control when moving.	height and pointed toes.	sideways with some control and	jump with some control.	I can bowl underarm towards	
	1v1.	I can tackle a player keeping my	I can bunny hop onto apparatus	accuracy.	I can run over an	a target with control and	
	I can kick a moving ball past a	stick on the floor with a wide grip	with control.	I can pass a ball backwards or	obstacle/hurdle with speed.	accuracy.	
	goal keeper with some success.	on the stick.	I can perform a sequence using	sideways with some control and	I can push a tennis ball/netball/	I can throw a ball overarm	
	I can play and embrace the	I can hit a moving ball into a goal	different levels showing good body	accuracy when moving.	basketball while standing in the	with control and some	
	rules, inspiring others with my	with some success.	tension, control and fluency.	I can sometimes avoid a defender	correct stance.	accuracy at various heights.	
	fair play and I am always	I can play and embrace the rules,	I always co-operate working as part	· ·	I can pass a relay baton with	I can bowl overarm from	
	gracious in victory and defeat.	inspiring others with my fair play	of a team and can evaluate and	I can play and embrace the rules,	control.	standing with control.	
		and I am always gracious in	recognise success.	inspiring others with my fair play		I can hold the bat correctly	
	Year 4	victory and defeat.		and I am always gracious in	Year 4	and hit a moving ball with	
	I can stop a ball using the sole,	Veen 4	Year 4	victory and defeat.	I can react quickly and	some control.	
	inside and the outside of my	Year 4	I can perform a rocket jump with ½	Veer 4	accelerate over short	I can show some of the	
	feet.	I can dribble the ball with good	turn and full turn in a sequence	Year 4	distances.	batting and field skills. I've	
	I can demonstrate a variety of	control always looking up.	with control, body tension and	I attempt to tag a player using	I can throw a javelin/vortex	learnt and work as part of a	
	passes. I can dribble a ball using my feet	I can push pass and receive the ball with accuracy and control.	pointed toes. I can perform a teddy bear roll won	either hand when moving. I can move with speed in a variety	using the correct stance and	team encouraging and helping others.	
	and turn with control.	I can pass the ball over a longer	my own/with a partner showing	of directions with the ball in my	rotating my hips forward. I can perform a hop, step and		
	I can kick a moving ball past a	distance with accuracy, power	precision, control and fluency.	hands using the correct handling	jump with control and balance.	Year 4	
	goal keeper with some	and control.	I can perform complex matching	position.	l can run over an	I can roll the ball over varying	
	accuracy.	I can pass and receive a ball with	and mirroring balances in a	I can pass a ball backwards or	obstacle/hurdle with speed	distances with accuracy and	
	I can play and embrace the	accuracy and control choosing	sequence with control, precision	sideways with some control and	and control.	control and stop the ball using	
	rules, inspiring others with my	the appropriate pass for short	and fluency.	accuracy- from both sides of the	I can push a tennis ball/netball/	2 hands, one hand and a long	
	fair play and I am always	and long distances.	I can consistently perform	body.	basketball using the correct	barrier.	
	gracious in victory and defeat.		controlling bunny hops lifting my	200y.			

Mu

rald Class 2 Yea	ar Overview				
	Key Vocab Control, pass, ball, dribble, turn, defend, score, goal, team, game, stationary, agility, accuracy, balance, coordination, offside, referee, tackle, foul, penalty	l can tackle a player keeping my stick on the floor; have a wide grip on the stick-keeping low to the ground. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat. Key Vocab Hockey Stick, dribble, pass, distance, receive, tackle, stationary, accuracy, power, umpire, sideline, attacker, defender, penalty, agility, accuracy, balance, coordination	hips to varying levels- always with pointed toes. I can bunny hop onto apparatus with a short run up showing control, precision and fluency. I can perform a sequence in unison showing different levels with good timing, control and fluency. I can link and sequence complex actions. I co-operate and work as part of a team, taking on leadership roles to improve performance. Key Vocab Rocket jump, teddy bear roll, matching, mirroring, balance, bunny hop, apparatus, sequence, control, tension, fluency, agility, accuracy, balance, coordination, cooperation, precision, pace, tuck, pike, dish, arch, straddle	l can pass a ball backwards or sideways with some control and accuracy when moving- from both sides of the body. I can avoid a defender to score a try. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat. Key Vocab agility, accuracy, balance, coordination, tag, move, pass, direction, score, try, team, backwards, sideways, attacker, defender, dodging	shotput stance a hips forward. I can pass a relay control and timit Key Vocab Javelin, stance, h jump, isolation, warm up, long d relay, technique sprinting, hurdle
JSIC	<u>Charanga</u> Let Your Spirit Fly Key Vocab Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	<u>Charanga</u> Glockenspiels Christmas music Key Vocab Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	<u>Charanga</u> Three Little Birds Key Vocab Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	<u>Charanga</u> The Dragon Song Key Vocab Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	Charanga Bringing us toge Key Vocab Keyboard, drum imagination, imp compose, disco, scale, pulse, rhy tempo, dynamic structure, hook,

nce and rotating my d. relay baton with timing.	I can throw underarm over varying distances and catch a ball with control and accuracy. I can bowl underarm towards a target with control and accuracy.
ice, hop, step, ion, combination, ng distance, pace, ique, obstacle, urdle,	I can throw a ball overarm with control and some accuracy at various heights. I can bowl overarm from standing with control and accuracy. I can hold the bat correctly and hit a moving ball with control. I can show a variety of the batting and field skills. I've learnt and work as part of a team encouraging and helping others.
	Key Vocab
	Roll, long barrier method, throw, catch, underarm, overarm, bat, ball, tee, wicket, stumps, bowler, fielder, umpire, out, runs, agility, accuracy, balance, coordination
together	<u>Charanga</u> Reflect/Rewind/Replay
rums, bass, , improvise, sco, pentatonic rhythm, pitch, amics, texture ook, riff, melody	

<u>Listen</u>

Each of these songs has a musical style that I can recognise.

I have also listened to some Classical music.

<u>Play</u>

I learnt some more tunes on the glockenspiel. I can play the glockenspiel along to some of the songs we sang this year.

I learnt to read some music in Glockenspiel Stage 1 and 2.

<u>Pulse</u>

I can find the pulse of all the songs we have looked at and recognise some other musical dimensions when I listen to them.

I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games.

<u>Improvise</u>

I can improvise with the songs we sang this year.

In class, we completed the Bronze, Silver and Gold challenges

<u>Compose</u>

I composed a simple melody with some of the songs we sang this year.

Computing	Autumn		Spring			Summer	
	Online safety Unit 3.2	Coding	Art -Creating digital	Science	Email	Branching Databases	
	Weeks – 3	Number of Weeks – 6	paintings		Unit 3.5	Unit 3.6	
	Programs –	Main Programs –		Recording ideas	(including Email safety)	Weeks – 4	
	Thinkuknow: Bandrunner	2Code	2PaintAPicture	about plants using	Weeks – 6	Programs – 2Question	
	Education for a connected		Impressionist style	pictures and text:	Programs – 2Email,		
	world -Projectevolve.co.uk	Review previous coding	Use this format to	2pub	2Connect, 2DIY	Link to	
	Y3	– Year 3, Lesson 1	write about Monet			Science/ topic	
	I follow the rules for computer	Simulating a physical	Purple Mash by	Description	Y3	Vegetables animals	
	use in my class	system – Year 3, Lesson	2Simple	Purple Mash by	I can describe how to	musical instruments	
	I know different ways I can get	2	Taking Photographs	<u>2Simple</u>	behave online in ways		
	help if I am concerned.	Making a timer – Year		leaflet	that do not upset others		
	I can give examples of when I	4, Lesson 4		Purple Mash by	and can give examples.		
	should ask permission to do	Debugging – Year 3,		<u>2Simple</u>			
	something online and explain	Lesson 6	Y3	Y3	Y4	Y3	
	why	Making a control	I can use a range of	I can use a range of	I can say how my	I can use a range of	
	I can describe how to behave	simulation – Year 4,	software for similar	software for similar	behaviour online will	software for similar	
	online in ways that do not	Lesson 5	purposes.	purposes.	affect what people think	purposes.	
	upset others and can give	Decomposition and	I can design and create	I can collect	of me	I can collect	
	examples.	Abstraction – Year 4,	content – text,	information.	I can describe what	information.	
	I can explain how my online	Lesson 6	graphics,	I can design and	information I should not	I can present	
	identity can be different to my	Y3	I can present	create content – text,	put online without	information in	
	offline identity	I can design a	information in	graphics,	asking a trusted adult	different ways	
	I can use the internet with	sequence of	different ways	I can present	first.	•	
	adult support to communicate	instructions, including	I can take and transfer	information in	I can recognise when	Y4	
	with people I know	directional instructions.	digital images	different ways	someone is upset, hurt	I can select and use	
	Y4	I can write programs	I can manipulate and	Y4	or angry online.	software to	
	I can say what is acceptable	that accomplish specific	improve digital	I can select and use	Maaah, aanan intiaa	accomplish given	
	and unacceptable behaviour	goals.	images.	software to	Vocab: communication,	goals.	
	using technology.	I can work with various	Y4	accomplish given	email, compose,	I can collect and	
	I can explain that others online		I can select and use software to	goals.	attachment, formatting	present data.	
	can pretend to be someone	I can work with various		I can collect and present data.		Vacabi data databasa	
	else, including my friends, and can suggest reasons why they	forms of output. Y4	accomplish given goals.	l can produce a pod		Vocab: data, database, branching database	
	might do this.	I can experiment with	I can collect and	cast or simple video		branching uatabase	
		variables to control	present data.				
		models.	present uata.				
	l	mouels.					

Microsoft word

1 lesson introduction -Main functions Adding and formatting pictures Applying to coasts and crime and punishment Y3 I can use a range of software for similar purposes. I can collect information. I can design and create content – text, graphics, sound, music I can present information in different ways I can take and transfer digital images I can manipulate and improve digital images. Y4 I can select and use software to accomplish given goals. I can collect and present data. I can create a blog Vocab: software, format, import, edit

Simulations Unit 3.7

Weeks – 3 Programs – 2Simulate, 2Publish

Y3

I can discern where it is best to use technology and where it adds little or no value. I can use a range of software for similar purposes.

Y4

I can make an accurate prediction and explain why I believe something will happen

Vocab: simulation, prediction

	I can say how my behaviour online will affect what people think of me I can describe what information I should not put online without asking a trusted adult first. I can recognise when someone is upset, hurt or angry online. I can explain how using technology can be a distraction from other things, in both a positive and negative way. Vocab: Blog, Website, Webpage, Spoof, Username, DECL rating	I can give an on-screen robot or turtle (or similar) specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program. Vocab : Bug, Debug/Debugging, Design, Command,		gital, style, nist, image, te, erase	Vocab : digital, text, format, import			
PSHE -SCARF	PEGI rating Me and my relationships	Event, Input Valuing differen	ice	Keer	ing myself safe	Rights and responsibilities an	ities	<u>Being</u>
	 1)An email from Harold (Yr4) 2) My special pet (Yr 3) 3) Different feelings (Yr 4) 4) friends are special (Yr 3) Year 3 I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out. Year 4 I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. Year 3: men, women, unisex, male, female, stereotype, differences, similarities, conflict, solution, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, 	 1)Respect and challenge 2) Let's celebrate our di (Yr 3) 3) Can you sort it? (Yr 4) 4) That is such a stereot 4) Year 3 I can give examples of di community groups and good about having differing groups. I can talk about exampled classroom where respect tolerance have helped to a happier, safer place. Year 4 I can say a lot of ways thare different, including or cultural differences. I can explain why it's im challenge stereotypes the be applied to me or oth Year 3: family, loving, car connected, difference, spector conflict, solve it together, resolve, witness, bystanded gay, unkind, feelings, tell, 	fferences) ype! (Yr lifferent what is rent es in our ct and o make it nat people religious portant to hat might ers. ing, safe, ecial, solutions, er, bullying,	 2) Super sea 3) Keeping of Year 3 I can say whisituation lessall. I can say whishelpful or haren information always be transformation always be transformed by the second by the se	urselves safe (Yr 4) at I could do to make a s risky or not risky at y medicines can be rmful. a few things about personal details safe explain why I see online might not ue. amples of people or hight influence take risks (e.g. friends, a, celebrities), but that choices about	 1)Who helps us stay health safe? (Yr 4) 2) Safety in numbers (Yr 4) 3) Harold's expenses (Yr 4) Year 3 I can say some ways of che whether something is a fact just an opinion. I can say how I can help th people who help me, and I can do this. I can give an e of this. Year 4 I can explain how a 'bystar I can have a positive effect negative behaviour they we (see happening) by workin together to stop or change behaviour. I can explain how these ree (TV, newspapers or their websites) can give messag might influence how peop about things and why this be a problem. I can give examples of these decisions and how they mirelate to me. 	ecking ct or how I xample nder' t on vitness g e that ports ges that le think might se	 1)I am fantastia 2) Making choi 3) Derek cooks 4) Harold's sev Year 3 I can give a few things that I ca responsibility for my healthy and example of sort done which she I can explain an example of a slitive developed setting that I've (or plan to do) improve it. Year 4 I can give a few different things already that healthy. I can give different things already to help environment. Year 3: oxygen, willojoules, heart

ig my best

stic (Yr 3) oices (Yr 4) ks dinner (Yr 3) even R's (Yr 4)

ew examples of can take y for in relation to nd give an omething that I've shows this. and give an skill or talent that ed and the goal-'ve already done o) in order to

ew examples of ngs that I do help to me keep

ferent examples of things that I do Ip look after my

, energy, calories / rtbeat, lungs, heart,

Growing and changing

1)Relationship tree (Yr 3)

2) Body space (Yr 4)

3) My changing body (Yr 3)

4) All change! (Yr 4)

Year 3

I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 4

I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.

ear Overview				-
private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrate Year 4: relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love	consequences, hurtful, compliment, unique Year 4: character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.	things that could influence me when I am making decisions. Year 3: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support. Year 4: included, excluded, welcome, valued, team,	Year 3: career, job, role, responsibilities, respect, global, communication, fair trade, inequality, food journey, climate, transport, exploitation, rights, needs, wants, justice, united nations, equality, deprivation, rights, responsibilities, learning charter, dream, behaviour, rewards, consequences, actions, fairness, choices, cooperate, group dynamics, team work, view point, ideal school, belong Year 4: charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning charter, contribution, observer, un convention on rights of child (UNCRC).	fitness, labels, saturated fat, attitude, safe, strategy, advic feelings, comp body, choice Year 4: friends healthy, relatio groups, value, follower, asser disagree, smol peers, guilt, ac disease, anxiet assertive, opin
<u>Salut</u>	Į	<u>Salut</u>		<u>Salut</u>
How are you? What is your name? Salut		Hello Mrs Monday Colours Let's count up to 20		Heads, should Parts of the b Let's count u
	Speaking		Reading	
	Year 3		Year 3	
nd some simple instructions and honemes which are the same as, m, English phonemes. bunds in songs and rhymes, e.g. by I hear a given sound. a question. I hear a given sound. a guestion. I hear a given sound. I hear a given sound respond to icking up an item negatives. I hear a series of actions. I whether nouns are singular or I hear a given sound i hear a given sound	 pronunciation, so that others can understand me. I can prepare and recite a few familiar sentences to my teacher. I can give a spoken response to a simple written question. I can introduce myself, giving my name and age, using short, simple sentences. I can use some numbers, colours and simple describing words in spoken sentences. 		 words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. I can recognise and understand some individual written words, and match them to pictures. I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. I can read a simple rhyme or poem, in chorus. 	
	private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrateYear 4: relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, loveSalut Hello How are you? What is your name?	private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrateconsequences, hurtful, compliment, uniqueYear 4: relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, loveconsequences, hurtful, compliment, uniqueSalut Hello How are you?Year 4: character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, seret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.Salut Hello How are you? What is your name? SalutSpeaking Year 3I can repeat simple words and phrases. n, English phonemes. punds in songs and rhymes, e.g. by I hear a given sound. a question. a guestion. a guestion. I can ask for help using polite langi I can ask and answer simple quest I can repeat some simple sentence I can ask and answer simple quest I can repeat some simple sentence I can repeat and recite a few fam I can give a spoken response to a s I can introduce myself, giving my n sentences.I can give a spoken response to a s I can introduce myself, giving my n sentences.	private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrate consequences, hurtful, compliment, unique things that could influence me when 1 am making decisions. Year 4: relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, num, denial, anger, guilt, sadness, pain, despair, hope, souvenir, mementor, memorial, acceptance, relief, remember, negotiate, compromise, trust, amicable, appreciation, love Year 4: character, assumption, judgement, surprised, different, apprearance, accept, influence, opinion, attitude, bullying, frend, socre, tyber bullying, text message, website, troll, special, unique, physical features, impression, changed. Year 4: included, excluded, welcome, valued, team, Salut Salut Hello Hello How are you? Year 3 Salut Lar repeat simple words and phrases. I can repeat simple words and phrases. I can repeat simple words and phrases. I can a saw for help using polite language Lar repeat simple words and phrases. I can a saw for help using polite language I can ask for help using polite langu	private messaging (m), hardship, appreciation, partitude, celebrate Year 4: character, assumption, judgement, surprised, different, appreament, surprised, different, betweent, proton systande, witces, tuily, protient solut, experiments, hanged. Year 3: (anter, fold, job description, school community, responsibility, field, secure different, anticulation, nights of child (uncecc). Salut Salut Selut Hello Mrs Monday Colours Salut Selut Reading Year 3 I can repeat simple words and phrases. I can asyst that on't understand, or ask for a question to be repeated. I can asyst that on't understand, or ask for a question to be repeated. I can asyst that on't understand, or ask for a question to be repeated. I can read and pronounce them I can read and pronounce them I can read and answer simple words and phrases. I can say that 1 don't understand, or ask for a question, a question, a question, a question, a question, the same asyst, ing a series of actions. Reading Year 3 I can read and pronounce them I can read and answer simple words and phrases. I can as

I can talk about myself using some common verbs in the first person

singular form.

Year 4

I can pick out familiar words and phrases from spoken sentences.

plural. Year 4

fitness, labels, sugar, fat,
saturated fat, healthy, drugs,
attitude, safe, anxious, scared,
strategy, advice, harmful, risk,
feelings, complex, appreciate,

Year 4: friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong

Year 3: changes, birth, animals, babies, mother, uterus, growing up, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, penis, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy

Year 4: personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy

Heads, shoulders, knees and feet Parts of the body Let's count up to 31

Writing
Year 3
I can write short simple responses to spoken language using familiar words. I can give a written response to a simple written question. I can write some familiar words from memory. I can write some singular nouns with the correct article.
Year 4
I can write responses to spoken language using short phrases and simple sentences I can use my knowledge of French phonics to help me spell familiar words. I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.

Emerald Class 2 Year Overview		
I can recognise familiar words and phrases in a	Year 4	I can follow and understand a familiar written
spoken story or poem		text, reading and listening at the same time.
I can identify the gender of a noun from its article	I can ask for simple opinions, and give my own, e.g. likes and dislikes	I can read a simple rhyme, song or story aloud
in spoken French.	I can say several sentences from memory	to my class.
I can recognise who is being talked about in a	I can say full sentences from memory, with accurate pronunciation, so	I can use a bilingual dictionary to look up the
sentence from the pronoun.	that others can understand me	meaning in English of unfamiliar words in
I can recognise that the structure of some French	I can prepare and present a set of simple instructions to a group for them	French.
sentences differs from English.	to follow, e.g. some directions	I can use a bilingual dictionary to find the
	I can recite a simple finger rhyme or song from memory.	French translation of English words.
	I can say a few sentences to describe where I live.	I can identify the gender of a French noun
	I can say a few sentences about the things I do, e.g. my daily routine or	from its article.
	hobbies, including simple likes and dislikes.	I can recognise subject pronouns such as 'je',
	I can give short descriptions of other people, including my family and	'tu', 'il' and 'elle'.
	friends.	I can recognise the first, second and third
	I can use the correct article most of the time to match the gender of the	person singular forms of some common verbs
	noun.	in the present tense.
	I can use either 'les' or 'des' with plural nouns.	I can recognise common sentence and word
	I can describe things using simple adjectives.	order patterns in French.
	I can use simple sentences where the structure or word order differs	
	from English, e.g. negatives and reflexives.	

I can write some phrases and simple sentences from memory.

I can complete a written sentence by adding letters, words and phrases.

I can write a few simple sentences about myself, including my name and age, from memory.

I can write a few simple sentences to describe where I live, from memory.

I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.

I can write a few simple sentences about other people, including my family and friends, from memory.

I can use the correct article most of the time to match the gender of the noun.

I can use a model to write sentences in the first person.

I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.

Emerald Class Year 3 and Year 4

YEAR B

Emerald Class 2 Year Overview

Emerald Class Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Stone Age	Changes in our local environment	Roman Britain (Romans)	South America The Amazon	Vikings	The Americas
Hook/ Question/Statement	What was new about the Stone Age?	How is our country changing?	What happened when Romans came to Britain?	What is life like in the Amazon?	Would the Vikings do anything for money?	Can you come on a great American road trip?
Class read	Stig of the Dump Stone Age Boy How to wash a Wolly Mammoth		Empires End- a Roman Story (BAME)	The Journey to the River Sea The Great Kapok Tree	Viking Boy There's a viking in my bed	Why the whales came
English	<u>Stone Age Boy</u> Narrative Skara Brae	Poetry Still I rise by Maya Angelou (Bullying and Racism focus)	Narrative (Comedy) The incredible book eating boy	<u>Narrative (Adventure)</u> Journey by Aaron Becker	<u>Narrative (Fantasy)</u> The Lost Thing by Shaun Tan	<u>Narrative (Mystery)</u> The Whale by Ethan and Vita Murrow
	Non-Fiction (Holiday Brochure)	Non-fiction (Script for a factual tour) Once upon a raindrop by James Carter	Non-Fiction (Instruction) My Strong Mind by Neils Van Hove		<u>Non-Fiction (Persuasive</u> <u>Writing)</u> Inviting an Author into School letter	
Maths	Year 3 Number and Place value – within 100 Addition and Subtraction Multiplication and Division Year 4 Number and Place value – 4-digit nu Addition and Subtraction Measurement – Perimeter Multiplication and Division		Year 3 Multiplication and Division Measurement – Money Statistics Measurement – Length Fractions Year 4 Multiplication and Division Measurement – Area Fractions – Including Decimals	5	Year 3 Fractions Measurement – Time Geometry –Angles and Properties of Shapes Measurement - Mass Year 4 Fractions – Including Decimals Measurement – Money Measurement – Time Statistics Geometry –Angles and Properties of Shapes Geometry – Position and Direction	
Geography	 their identifying human and physical features (including hills, mountains, or patterns; and understand how some time understand geographical similarities human and physical geography of a result of the use maps, atlases, globes and digits countries and describe features use the eight points of a compass, and the second seco	s of the UK, geographical regions and characteristics, key topographical coasts and rivers), and land-use of these aspects have changed over es and differences through the study of region of the UK al/computer mapping to locate four- and six-figure grid references, f OS maps) to build their knowledge of , record and present the human and ing a range of methods, including	 local area to include South An develop their use of geogra understanding and skills to en place knowledge locate the world's countries on their environmental region characteristics, countries and understand geographical si through the study of human a region in South America Describe and understand ke human geography 	phical knowledge, hance their locational and s using maps, and concentrate hs, key physical and human major cities milarities and differences and physical geography of a	environmental regions, key p characteristics, countries, sta • understand geographical s through looking at regions in • begin to associate weather environment • use maps, atlases, globes a • learn to use the eight poin Key Vocab City, state, country, continer northern hemisphere, South	nd place knowledge America, concentrating on their physical and human ates and (some) major cities imilarities and differences North and South America /climate with landscape and nd digital/ computer mapping

Emerald	Class	2 Year	Overview
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merald Class 2 Yea	r Overview				
merald Class 2 Yea	Key Vocab Continent, country, region, city, county, borough, ilsles, Great Britain, UK, Sustainability, legacy, region Development, physical features, human features - cathedral, city, local area, human and physical features, sustainability, past, present, future Stone Age (Autumn 1) In this unit, the children will explore how life change different periods of the Stone Age, including the Eastone Ages. They will cover why the period was can what archaeological evidence there is from the perform of artefacts and monuments. The main focus Age and how that contrasts with the earlier period in detail at the Neolithic settlement at Skara Brae at can reach from the evidence found at the site. Link types of evidence introduced at Key Stage 1, and k be further developed. In this unit, the children will: • use common words and phrases relating to the period was can can reach from the evidence found at the site. Link types of evidence introduced at Key Stage 1, and k be further developed. In this unit, the children will: • use common words and phrases relating to the period history • develop the appropriate use of historical terms, the and contrasts over time • construct informed responses that involve the set historical information • regularly address historically valid questions abo difference • understand how our knowledge of the past is common works on the set of the past is compared by th	and note connections election of relevant out similarity and	names of continents and and regions, locational north, south, east, west rainforest, Primary and physical features, city, indigenous, shifting cur nomad/nomadic, Raint The Roman Empire (Sp In this unit, the children of Britain and its impact consider whether the fill experience for all invol- of the invasion. They we evidence to investigate artefacts (the Vindolar (Hadrian's Wall). The co- from writers such as Ta- why they interpreted et take opportunities to I Year 3 Unit 2: The Bron In this unit, the children • develop a chronologi understanding of Britisis questions about change • construct informed r selection and organisa • understand how our from a range of source	en will learn about the Roman invasion ct on the lives of the Celts. They will Roman settlement was a positive lved, and explore the long-term legacy vill use a variety of sources of e the topic, including visual sources of nda Tablets) and archaeological sites children will analyse written sources acitus and Dio Cassius and consider events as they did. Wherever possible, ink to prior learning undertaken in nze Age and the Iron Age. en will: ically secure knowledge and sh history • address historically valid ge, cause and significance responses that involve the thoughtful tion of historical information knowledge of the past is constructed es	 develop a understand understand understand from a rang establish o develop th address his significance construct
	 use common words and phrases relating to the p develop a chronologically secure knowledge and history develop the appropriate use of historical terms, a and contrasts over time construct informed responses that involve the security information regularly address historically valid questions abord difference understand how our knowledge of the past is consources 	 develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources 		In this unit, f • develop a understandi • understan from a range • establish c • develop th • address hi significance • construct i selection an • note contr	
	Key Vocab: Stone Age, prehistory, prehistoric, Palaeolithic, Me archaeology, flint, artefacts, Ice Age, quarry, forage domesticated, reconstruction drawing, decay, evid settlement, community, slave, crop, revolution, se significance, inference, saddle quern, midden, dres barrows, mounds, henge, solstice, grave goods, ae	establish clear narratives within and across the periods they study. Key Vocab: Itone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, Irchaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, Iomesticated, reconstruction drawing, decay, evidence, ettlement, community, slave, crop, revolution, settlement, role, ignificance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial, photograph, sacred, nonument, megalith, significant, technology, social, agriculture, revolution.		istorically valid questions about ce. uer, republic, empire, emperor, legacy, resistance, primary evidence, er, client kings, centurion, tablet, arrisons, camber, groma, impact, tive, negative, significant, retation, legions, legionaries, nturion, names of uniform and	Key Vocab Raid, raider, migrate, set settler, push cult, runes, l
Art	Learn about the artist – Kandinsky	The Roman Empire inspire Sketch profile pictures in Roman coin. Design the reverse side of	the style of those on a	Learn about the artist – Paul Klee Use water colours and pastels to crea the style of Paul Klee, developing mas	

e.g. skyscrapers, public buildings, religious routeways, city networks, road lay-out patterns, ng landscape (e.g. mountains, plains), Pacific Ocean, cean, regions of North America (Western/Pacific ip, Rockies, Great Plains/Prairies, Canadian Shield, Eastern/Atlantic coastal strip, Great Lakes)

<u>ımmer 1)</u>

, the children will learn about the Vikings, and ne reasons why they raided and then settled in ey will investigate the popular view of the Vikings ruthless in their ways of obtaining wealth. They primary sources of evidence, such as accounts by he raid on Lindisfarne, as well as archaeological nderstand why this interpretation of the Vikings has popular. They will examine King Alfred's struggle over the Vikings. Links will also be made to Year 4 man Britain.

- , the children will:
- a chronologically secure knowledge and
- ding of British history
- and how our knowledge of the past is constructed ge of sources
- clear narratives within and across the periods the appropriate use of historical terms
- historically valid questions about cause and e
- t informed responses that involve the thoughtful and organisation of relevant historical information trasts and connections over time

r, monk, monastery, Viking, sacked, looted, abbey, ttle, overpopulation, inheritance, causes, invader, sh and pull factors, significant, Wessex, monarch, longhouses, saga

Learn about great architects .

Class 2 Year Overv	view			
	Mix colours effectively and use a variety of		Year 3	\Box
	brushes to produce shapes, textures, patterns	Sketch a picture of the colosseum using pencil to	I can show facial expressions in my art.	1
	and lines.	show line, tone and texture	I can use sketches to produce a final piece of art.	t
			I can use different grades of pencil to shade and	1
	Stone Age- Iron Age inspired art.	Year 3	to show different tones and textures.	L.
	Cave art paintings, sketch a picture of a Stone	I can show facial expressions in my art.	I can create a background using a wash.	e
	Age axe	I can use sketches to produce a final piece of art.	I can use a range of brushes to create different	
		I can use different grades of pencil to shade and	effects in painting.	a
	Year 3	to show different tones and textures.	I can identify the techniques used by different	Ĩ
	I can show facial expressions in my art.	I can create a background using a wash.	artists.	l n
	I can use sketches to produce a final piece of art.	I can use a range of brushes to create different	I can use digital images and combine with other	Ľ
	I can use different grades of pencil to shade and	effects in painting.	media in my art.	
	to show different tones and textures.	I can identify the techniques used by different	I can use IT to create art which includes my own	L.
	I can create a background using a wash.	artists.	work and that of others.	Li.
	I can use a range of brushes to create different	I can use digital images and combine with other	I can compare the work of different artists.	E
	effects in painting.	media in my art.	I recognise when art is from different cultures.	l n
	I can identify the techniques used by different	I can use IT to create art which includes my own	I recognise when art is from different historical	
	artists.	work and that of others.	periods.	V
	I can use digital images and combine with other	I can compare the work of different artists.	perious.	Ľ
	media in my art.	I recognise when art is from different cultures.	Year 4	L.
	I can use IT to create art which includes my own	I recognise when art is from different historical		ir
	work and that of others.	periods.	I can show facial expressions and body language	L.
	I can compare the work of different artists.	perious.	in sketches and paintings.	
	I recognise when art is from different cultures.	Year 4	I can use marks and lines to show texture in my	
	I recognise when art is from different historical		art.	
	periods.	I can show facial expressions and body language	I can use line, tone, shape and colour to	
		in sketches and paintings.	represent figure and forms in movement.	Ľ
	Year 4	I can use marks and lines to show texture in my	I can show reflections in my art.	f
		art.	I can print onto different materials using at least	
	I can show facial expressions and body language	I can use line, tone, shape and colour to	four colours.	Ľ
	in sketches and paintings.	represent figure and forms in movement.	I can sculpt clay and other mouldable materials.	Ľ
	I can use marks and lines to show texture in my	I can show reflections in my art.	I can integrate my digital images into my art.	
	art.	I can print onto different materials using at least	I can experiment with the styles used by other	Ĩ
	I can use line, tone, shape and colour to	four colours.	artists.	h
	represent figure and forms in movement.	I can sculpt clay and other mouldable materials.	I can explain some of the features of art from	I
	I can show reflections in my art.	I can integrate my digital images into my art.	historical periods.	ĸ
	I can print onto different materials using at least	I can experiment with the styles used by other	historical periods.	 ``
	four colours.	artists.	Key Vocab	
	I can sculpt clay and other mouldable materials.	I can explain some of the features of art from		F
	I can integrate my digital images into my art.	historical periods.	Line: charcoal, pencil, crayon, chalk, pastels, pens.	d
	I can experiment with the styles used by other		Form and shape: grades, forms, shapes, third	te
	artists.	Key Vocab	dimension Tone: variations, tone Texture: pattern	L
	I can explain some of the features of art from		texture, proportion, emotion, expression	C
	historical periods.	Line: charcoal, pencil, crayon, chalk, pastels, pens.		ti
		Form and shape: grades, forms, shapes, third	Colour: mixed colours - primary, secondary, mix,	W
	Key Vocab	dimension Tone: variations, tone Texture: pattern	tints, shades, experiment, effects, textures, blocking,	
		texture, proportion, emotion, expression	washes, layering, brush	
	Line: charcoal, pencil, crayon, chalk, pastels, pens.	Colour: mixed colours primary secondary mix		
	Form and shape: grades, forms, shapes, third	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking,		
	dimension Tone: variations, tone Texture: pattern	washes, layering, brush		
	texture, proportion, emotion, expression	washes, layering, brash	L	L

I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures.

I can create a background using a wash. I can use a range of brushes to create different effects in painting.

I can identify the techniques used by different artists.

I can use digital images and combine with other media in my art.

I can use IT to create art which includes my own work and that of others.

I can compare the work of different artists.

I recognise when art is from different cultures. I recognise when art is from different historical periods.

Year 4

I can show facial expressions and body language in sketches and paintings.

I can use marks and lines to show texture in my art.

I can use line, tone, shape and colour to

represent figure and forms in movement.

I can show reflections in my art.

I can print onto different materials using at least four colours.

I can sculpt clay and other mouldable materials. I can integrate my digital images into my art.

I can experiment with the styles used by other artists.

I can explain some of the features of art from historical periods.

Key Vocab

Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression

Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush

	Colour: mixed colours – primary, secondary, mix,		
	tints, shades, experiment, effects, textures, blocking,		
	washes, layering, brush		
D&T	Mechanical Systems	South American Stuffed Toy	Healthy and
	<u>Pneumatics</u>	Based on Amazon Rainforest	Healthy Ame
	Saber-toothed tiger/Mammoth	Prior learning	Healthy Foo
	Prior learning	• Have joined fabric in simple ways by gluing and stitching.	Healthy and
	 Explored simple mechanisms, such as sliders and levers, and simple 	• Have used simple patterns and templates for marking out.	Prior learnin
	structures.	Have evaluated a range of textile products.	Know som
	 Learnt how materials can be joined to allow movement. 		hygienicall
	 Joined and combined materials using simple tools and techniques. 	Designing	Have some
	Designing	• I can generate realistic ideas through discussion and	healthy eat
	• I can generate realistic and appropriate ideas and my own design criteria	design criteria for an appealing, functional product fit for	Have used
	through discussion, focusing on the needs of the user.	purpose and specific user/s.	combined i
	 I can use annotated sketches and prototypes to develop, model and 	• I can produce annotated sketches, prototypes, final	Designing
	communicate ideas.	product sketches and pattern pieces.	 I can gener
	Making		peers and a
	 I can order the main stages of making. 	Making	appearance
	 I can select from and use appropriate tools with some accuracy to cut and 	• I can plan the main stages of making.	product for
	join materials and components such as tubing, syringes and balloons.	• I can select and use a range of appropriate tools with	• I can use a
	• I can select from and use finishing techniques suitable for the product	some accuracy e.g. cutting, joining and finishing.	and commute to develop
	they are creating.	• I can select fabrics and fastenings according to their	Making
		functional characteristics e.g. strength, and aesthetic	-
	Evaluating	qualities e.g. pattern.	 I can plan t utensils and
	• I can investigate and analyse books, videos and products with pneumatic	Evaluating	• I can select
	mechanisms.	• I can investigate a range of 3-D textile products relevant to	prepare an
	 I can evaluate their own products and ideas against criteria and user 	the project.	• I can select
	needs, as they design and make.	• I can test their product against the original design criteria	food produ
		and with the intended user.	Evaluating
	Technical knowledge and understanding	• I can take into account others' views.	• I can carry
	 I can understand and use pneumatic mechanisms. 	• I understand how a key event/individual has influenced	ingredients
	 I know and use technical vocabulary relevant to the project. 	the development of the chosen product and/or fabric.	e.g. tables
	Kay Macab		• I can evalu
	Key Vocab	Technical knowledge and understanding	reference t
	components, fixing, attaching, tubing, syringe, plunger, split pin, paper	• I know how to strengthen, stiffen and reinforce existing	Technical kn
	fastener, pneumatic system, input movement, process, output movement,	fabrics.	• I know how
	control, compression, pressure, inflate, deflate, pump, seal, air-tight	• I understand how to securely join two pieces of fabric together.	prepare an
	linear, rotary, oscillating, reciprocating, user, purpose, function, prototype,	• I understand the need for patterns and seam allowances.	• I know abo
	design criteria, innovative, appealing, design brief, research, evaluate,	 I know and use technical vocabulary relevant to the 	appropriat
	ideas, constraints, investigate	project.	reared or c
			• I know and
		Key Vocab	appropriat
		fabric, names of fabrics, fastening, compartment, zip,	Key Vocab
		button, structure, finishing technique, strength, weakness,	
		stiffening, templates, stitch, seam, seam allowance, user,	

d Varied Diets nerican food ood from around the world

d varied diet

ing

- me ways to prepare ingredients safely and ally.
- ne basic knowledge and understanding about eating and *The eatwell plate.*
- ed some equipment and utensils and prepared and dingredients to make a product.
- erate and clarify ideas through discussion with d adults to develop design criteria including nce, taste, texture and aroma for an appealing for a particular user and purpose.
- annotated sketches and appropriate information munication technology, such as web-based recipes, op and communicate ideas.
- n the main stages of a recipe, listing ingredients, and equipment.
- ect and use appropriate utensils and equipment to and combine ingredients.
- ect from a range of ingredients to make appropriate ducts, thinking about sensory characteristics.
- ry out sensory evaluations of a variety of
- nts and products. I can record the evaluations using and simple graphs.
- luate the ongoing work and the final product with to the design criteria and the views of others.
- knowledge and understanding
- ow to use appropriate equipment and utensils to and combine food.
- bout a range of fresh and processed ingredients ate for their product, and whether they are grown, caught.
- nd use relevant technical and sensory vocabulary ately.

			purpose, design, model, evalu sketch, functional, innovative aesthetics, function, pattern p	, investigate, label, drawing,	name of pro and ingredie appearance, savoury, hyg tinned, proc planning, de sensory eval
 different types enquiries to an Set up simple p enquiries, comp tests. Make systemat observations ar appropriate, ta measurements units, using a ra equipment. Gather, record, present data in to help in answ Report on findi enquiries, inclu 	up together ocks on the basis e and simple s Cor toget are s s.e terms how when things that ped within rock. cks are made er.when temp in de er.ally skills er Ider evap s the following lly skills: uestions and use of scientific swer them. oractical parative and fair ke accurate using standard ange ofWorl This work s.cic and careful nd, where ke accurate using standard ange ofMorl toget evap s.cic and careful nd, where ke accurate using standard ange ofMorl toget e e s.cic and careful nd, where ke accurate using standard ange ofMorl toget e e e e toget e e toget toget 	es of Matter mpare and group materials ether, according to whether they solids, liquids or gasesObserve some materials change state in they are heated or cooled, and isure or research the perature at which this happens egrees Celsius (°C). ntify the part played by boration and condensation in the er cycle and associate the rate of boration with temperature. King scientifically skills topic develops the following king scientifically skills: 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, taking 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, abelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	 <u>Animals including Humans</u> Describe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Working scientifically skills This topic develops the following working scientifically skills: 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. 	 Light and Shadows Recognise that we need light to see things. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and there are ways to protect their eyes. Recognise that shadows are formed when the light from a source is blocked by a solid object. Find patterns in the way that the size of shadows change. Working scientifically skills This topic develops the following working scientifically skills: 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. 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, 	Living Thing -Recognise to can be group of ways. -Explore and classification group, ident variety of live their local and environmen and that this sometimes p living things Working scientifically Morking scientifically Ask releve and use of scientifically Ask releve and fair Ask releve and fair Ask esp careful of and, whe take acc measure standard Ask releve and fair Ask releve Ask releve

roducts, names of equipment, utensils, techniques lients, texture, taste, sweet, sour, hot, spicy, e, smell, preference, greasy, moist, cook, fresh, ygienic, edible, grown, reared, caught, frozen, ocessed, seasonal, harvested healthy/varied diet, design criteria, purpose, user, annotated sketch, raluations

gs

that living things uped in a variety

- nd use
- on keys to help ntify and name a iving things in and wider
- nt.
- that
- nts can change lis can
- s pose dangers to gs.
- cientifically skills
- develops the vorking
- ly skills:
- evant questions e different types ntific enquiries to r them.
- simple practical es, comparative r tests.
- systematic and observations here appropriate, ccurate
- rements using rd units, using a of equipment, ng thermometers ta loggers.
- , record, classify esent data in a of ways to help vering questions. findings using scientific

<u>The Big Build</u>

Working scientifically skills This topic develops the following working scientifically skills:

- 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.

	slate, sandy soil, clay soil, chalky soil, peat	 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 	 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple 	suggest improvements and raise further questions. Key Vocab Light, light source, darkness, reflect, reflective, mirror,	 language, drawings, labelled diagrams, keys bar charts and tables. Report on findings from enquiries, including ora and written explanations, displays or a second second
		 scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. 	 conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, 	shadow, block, direction, transparent, opaque, translucent.	 presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest
		States of matter, solid, liquid, gas, air, oxygen, powder, granular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees Celsius, melt, freeze, solidify,	 similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to 		 improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes.
		melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration	support their findings. Key Vocab Digestive system, nutrition,		 Use straightforward scientific evidence to answer questions or to support their findings.
			mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine,		Key Vocab Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates,
			large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain		invertebrates, names of them, human impact, positive, negative (impact).
RE	Beliefs and practices Symbols and ac Marking festivals, pilgrimage, traditi	ons and key events in life	Symbols and actions Prayer, worship and reflectio		Sources of wisdom; <mark>Humar</mark> and fairness; <mark>Ultimate que</mark> s
	pupils describe different ways and tra Vaisakhi, Diwali) and marking importa inner meaning behind the key practic traditions and consider why there are	ant events in life. They explore the res including Sikh and Hindu birth e different ways of marking the same	people identify and define the might mean and how it shape	ng, pupils discover how some emselves, what belonging s their lives. Considering some	Sacred texts and stories, the Enquiring about what is wis and who decides what is wis stories (e.g. Bhadavad Gita, Sikh tradition) and how the
	event (e.g. Christmas, Eucharist, Adve 'Why do some people make pilgrima Golden Temple at Amristar for Sikhs) Symbolic expression in prayer and w	ge (e.g. Kumbha Mela for Hindus, ?'	of the challenges individuals a lifestyle of nuns), they ask if y understand commitment. Pup religious festivals might bring expresses its shared commitm	ou need to have faith to bils discover how some a community together to	followers in their daily lives poems, hymns and stories a communities and why they They ask what is golden abo belief. Take a deep look into
	Through the exploration of beliefs an	d practices, pupils explain how actions municate a faith commitment beyond	festivals and any festivals of s		Golden rule. "So in everythi have them do to you, for th

uage, drawings, lled diagrams, keys, charts and tables. ort on findings from urites, including oral written anations, displays or entations of results conclusions. results to draw de conclusions, e predictions for values, suggest rovements and raise her questions. tify differences, arities or changes ed to simple htific ideas and esses. straightforward htific evidence to ver questions or to oort their findings. ab ation keys, ment, fish, ans, reptiles, birds, ls, vertebrates, rrates, names of	 Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or support their findings. Key Vocab Yr3 - Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers. Yr4 - Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data.

of wisdom; <mark>Human responsibility</mark> and values Justice less<mark>; Ultimate questions;</mark>

exts and stories, their guidance and impact

g about what is wisdom, where does it come from o decides what is wise, pupils explore a range of faith e.g. Bhadavad Gita, Ramayana and stories from the lition) and how their authority may help to guide s in their daily lives. They investigate how psalms, hymns and stories are interpreted in different nities and why they affect followers in different ways. what is golden about the golden rules of faith and ake a deep look into what Christians see as their rule. "So in everything, do to others what you would erm do to you, for this sums up the Law and the

ΡE

id class 2 Year Over	new				
	words (e.g. food and music). They exp importance of Sewa for Sikhs. Pupils I their deities and the power of religiou and icons. Exploring the Trinity at Christmas - Ir	earn about Hindu relationships with us symbols including art, architecture ncarnation e what it means that God is the Father, in the Baptist represent? How does ate to Christmas? The 5 K's, Kalsa, Trinity, incarnation,	suggesting why they play a sig community or in the home (e. which architecture expresses communicates through prayer investigate the nature of pray worship including the Akhand Exploring Good Friday – Jesus	ed spaces and prayer I meaning of places of worship, gnificant part in a religious g. puja). They examine ways in how a community r, worship and reflection Pupils er and different forms of Path for Sikhs. 5' death and resurrection do Christians call the day Jesus stial for focussing on the module.	Prophets." I them do to Different id questions Discussing of truth. Pupil: about God/ responses t what happe understand continue to story quest solutions. (UC 2a.1 W/ Reflection of Taking resp Pupils consi them. How Is there any impact on of there be diff valued (e.g. express the charter app discuss whe good. (UC 2a.4 Diff want?) Key Vocab golden rule Fairness, ha
	Fitness Year 3 I can beat my PB on two stations or more. I can begin to concentrate on isolated body parts to improve my technique e.g arms, legs I can support my own body weight and attempting faster floor star jumps I can keep my balance on both preferred and non preferred leg I can hop on either leg, keeping good control I can work as fast as possible at each station Year 4	Dance Year 3 I can co-operate and collaborate with my group to create a warm up using a variety of movement patterns. I can respond imaginatively to a stimulus and explore movements. I can vary the levels when performing. I can vary the pathways when performing. I can dance in unison with a partner/group performing a range of patterns or movements.	Netball Year 3 I can pass the ball keeping my elbows in. I can perform a stride stop with control. I can stop and pivot with balance and control. I can dodge into a space. I can mark my partner and keep on the balls of my feet. I can stand with feet slightly apart and bend my knees when I shoot.	Self Defence I understand what self- defence is and the relevance of zones. I understand the correct stance while under threat I understand the basic strike I understand the basic strike I understand the correct technique for a palm strike I understand the basic front knee strike and snap kick techniques I understand how to perform techniques to a limited	Tennis Year 3 I can move and control a ball. I can contro racket whe I can hit a b forehand w I can hit a b backhand w I can hit a b with no bou hit. I can rally w

Matthew 7:12 "Do to others as you would have o you." Luke 6:31

deas about God and gods, creation and ultimate

challenging questions about meaning, purpose and Is explore and debate why there are different ideas /gods (e.g. Hindu Trimurti) and present thoughtful to ultimate questions (e.g. why don't we know ens when we die? They express their

ding through the creative arts curriculum. Pupils b learn about different response to the creation tioning the conflict for Christians and suggesting

(hat do Christians learn from the Creation Story?) on Digging deeper yr 2)

ponsibility for living together, values and respect

sider their own responsibility for the people around v are we all responsible as a class and as a society. ything that we can do that will have a positive others and/or the world. They consider why might ifferent ideas about what is important and what is g. Hindu teaching, ahimsa - harmlessness) and eir own ideas fairness. They compile a moral values plying different religious codes and worldviews and ether having a religious faith helps people to be

igging Deeper, What kind of world would Jesus

es, psalms, Trimurti, fall, obedience, debate, armlessness, justice, peace, equality

	Rounders
	Year 3
e with balance	I can roll the ball with accuracy
ol when catching	and control and stop the ball
	using 2 hands, one hand and a
ol a ball on my	long barrier.
en moving.	I can throw underarm and
ball using	catch a ball with control and
with control.	accuracy
ball using	I can bowl underarm towards a
with control.	target with control and
ball into a target	accuracy.
ounces before the	I can throw a ball overarm with
	control and some accuracy at
when playing 1v1	various heights.

	I can beat my PB on three or more stations. I can improve my technique showing good co-ordination and control I can support my own body weight and perform the challenges at all stations I can keep good balance when performing each of the exercises I can keep good control when performing each of the exercises I can challenge myself and try the harder challenges at each station. Key Vocab Personal best, footwork, forward, backward, press up, froggy jump, squat, lunge, star jump, lunge, mountain climber, jogging, plank, balance, burpees, fitness	I can dance in canon with a group performing a range of movement patterns. Year 4 I always co-operate and collaborate with my group. I always listen to others and can take on a leadership role. I can respond imaginatively to a stimulus and show a variety of movements with control. I can move with control and fluency when showing different levels of performing. I can move with control and fluency when showing different pathways when performing. I can dance in unison with a partner/group performing a range of movements/patterns, showing control. I can dance in a canon with a group and perform a range of movement patterns, showing good control. Swimming Key Vocab Energy, focus, control, musicality, extension, projection, rhythm, tempo, canon, choreography, duo/duet, beat, improvise, tempo, unison,	I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat. Year 4 I can step into the pass keeping my elbows in, and point to where I pass. I can perform a stride stop and pivot with control. I can stop and balance with pivot and good control. I can use a variety of dodges to get into a space. I can mark my partner standing side onto them and keep on the balls of my feet. I can place my hand under the ball and support it with the other when I shoot. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat. Key Vocab Pass, receive, stride, dodge, mark, shoot, team, pass, space, mark, pivot, agility, accuracy, balance, coordination	extent with some flow and power I understand and recap the kicking and knee techniques I am able to escape from a one- handed and two- handed wrist hold. I understand how to link these escapes to the techniques used previously with confidence, flow and consistency I understand how to escape from a bear-hug I understand how to combine strikes with escape techniques I can deliver techniques without hesitation, whilst demonstrating power and flow I understand how to escape from a shirt/collar hold and a strangle hold from the front I understand fully the principles behind self- defence techniques and be able to display speed and control I understand fully how Martial Art training can improve all components of fitness and be able to comment upon them Key Vocab Stance, zones, straight	Year 4 I can move directions f control wh ball. I can/hit bo when mov I can hit a l forehand w control. I can hit a l backhand w and contro I can hit a l from a vari with no bo I can rally 1 control and Key Vocab Ball, racket backhand, rally, net, a balance, co control, dr
		duo/duet, beat, improvise, tempo, unison,	accuracy, balance, coordination	comment upon them Key Vocab Stance, zones, straight punch, strike, stretch, high block, elbow strike, palm strike, knee strike, snap kicks, safety, wrist hold, motivation, escape, bear hug	
usic	<u>Charanga</u> Mama Mia <mark>Key Vocab</mark>	<u>Charanga</u> Glockenspiel Stage 2 Christmas Music	<u>Charanga</u> Stop Key Vocab	<u>Charanga</u> Lean on Me <mark>Key Vocab</mark>	<u>Charanga</u> Blackbird Key Vocab
	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse,	Key Vocab	Musical style, rapping, lyrics, choreography,	Unison, by ear, notation, improvise, melody, pitch,	Acoustic gu birdsong, c

in a variety of with balance and en catching the ounce a ball ing. ball using vith accuracy and	I can bowl overarm from standing with control. I can hold the bat correctly and hit a moving ball with some control. I can show some of the batting and field skills. I've learnt and work as part of a team encouraging and helping others.
ball using with accuracy of a target iety of distances unce. Lv1 with some d accuracy. t, forehand, accuracy, target, agility, accuracy, bordination, op feed,	Year 4 I can roll the ball over varying distances with accuracy and control and stop the ball using 2 hands, one hand and a long barrier. I can throw underarm over varying distances and catch a ball with control and accuracy. I can bowl underarm towards a target with control and accuracy. I can throw a ball overarm with control and some accuracy at various heights. I can bowl overarm from standing with control and accuracy. I can hold the bat correctly and hit a moving ball with control. I can show a variety of the batting and field skills. I've learnt and work as part of a team encouraging and helping others. Key Vocab Ball, bat, post, base, umpire, back stop, agility, accuracy, balance, coordination, bowler, batting, fielding, innings, stumped Charanga Reflect/Rewind/Replay
uitar, percussion, sivil rights,	

	rhythm, pitch, tempo, dynamics,	Rhythm patterns, compose, melody,	digital/electronic		, pulse, composition,		ty, pentatonic		
	texture structure, compose, improvise,	pulse, rhythm, pitch, tempo,	turntables, synthe	esisers, backing	vocal, piano, bass,	scale, unison,	pulse,		
	hook, riff, melody, solo, pentatonic	dynamics, texture structure,	drums, unison, pu	ilse, drums, d	organ, pulse, rhythm,	rhythm, pitch,	, tempo,		
	scale, unison		rhythm, pitch, ten	npo, tempo,	dynamics, texture	dynamics, tex	ture structure,		
			dynamics, texture	structure, structur	e, compose,	compose, imp	rovise, hook,		
			compose, improvi	se, hook, improvi	se, hook, riff, melody,	riff, 3 – Perfor	m & Share		
			riff, melody, solo	solo		melody, solo			
	Listen	-	-			-			
	Each of these songs has a musical sty	le that I can recognise.							
	I have also listened to some Classical	music.							
	<u>Play</u>								
	I learnt some more tunes on the gloc	kenspiel. I can play the glockenspiel alor	ng to some of the so	ongs we sang this year	r.				
	I learnt to read some music in Glocke	nspiel Stage 1 and 2.							
	Pulse								
	I can find the pulse of all the songs w	e have looked at and recognise some ot	her musical dimensi	ions when I listen to t	hem.				
	I know the difference between pulse,	, rhythm and pitch and can show you wh	nen I'm doing Warm	n-up Games.					
	Improvise		Ū	•					
	I can improvise with the songs we sar	ng this vear.							
	In class, we completed the Bronze, Si	•							
	Compose								
	I composed a simple melody with sor	ne of the songs we sang this year.							
	Autumn		Spring			Summer			
omputing	Online safety	Coding	Spreadsheets	Effective Search	Logo	Writing for	Applying	Animation	Hardware
	Unit 4.2 Weeks – 4	Number of Weeks – 6	Unit 4.3	Unit 4.7	Unit 4.5	different	knowledge	Unit 4.6	Investigato
	Plus Thinkuknow &	2Code	Weeks – 6	Weeks – 3	Weeks 4	audiences	Link to Science	Weeks – 3	Unit 4.8
	Education for a connected world -	Review previous coding, Y4, lesson 1	2Calculate	Searching for					
	Education for a connected world - Projectevolve co.uk	Review previous coding, Y4, lesson 1 Introducing 'if' statements – Year 3	2Calculate	Searching for	Program: Logo	Unit 4.4		Programs –	Weeks – 2
	Projectevolve.co.uk	Introducing 'if' statements – Year 3,		information and	Program: Logo Distance and turns	Unit 4.4	Create a Mind	Programs – 2Animate	
	Projectevolve.co.uk Y3	Introducing 'if' statements – Year 3, Lesson 3	Use formula for	information and assessing reliability	Program: Logo Distance and turns Repeat function	Unit 4.4 Font size	Create a Mind maps and	Programs – 2Animate Onion	Weeks – 2
	Projectevolve.co.uk Y3 I follow the rules for computer use	Introducing 'if' statements – Year 3,	Use formula for simple	information and assessing reliability - Find information	Program: Logo Distance and turns Repeat function Procedure	Unit 4.4 Font size and layout	Create a Mind maps and graphs about	Programs – 2Animate Onion skinning	Weeks – 2 Y3
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2	Use formula for simple calculations, line	information and assessing reliability - Find information about the Amazon	Program: Logo Distance and turns Repeat function Procedure Y3	Unit 4.4 Font size and layout Week – 1	Create a Mind maps and graphs about living things	Programs – 2Animate Onion skinning and stop	Weeks – 2 Y3 I can name
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5	Use formula for simple calculations, line graphs, timers	information and assessing reliability - Find information about the Amazon & Romans	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a	Unit 4.4 Font size and layout	Create a Mind maps and graphs about living things 2connect	Programs – 2Animate Onion skinning	Weeks – 2 Y3 I can name the parts o
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned.	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3	Use formula for simple calculations, line graphs, timers and place value	information and assessing reliability - Find information about the Amazon & Romans Y3	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of	Unit 4.4 Font size and layout Week – 1 skills	Create a Mind maps and graphs about living things	Programs – 2Animate Onion skinning and stop motion	Weeks – 2 Y3 I can name the parts c computer
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4	Use formula for simple calculations, line graphs, timers	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions,	Unit 4.4 Font size and layout Week – 1 skills Produce a	Create a Mind maps and graphs about living things 2connect	Programs – 2Animate Onion skinning and stop motion Y3	Weeks – 2 Y3 I can name the parts o computer Y4
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3	Use formula for simple calculations, line graphs, timers and place value activity	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper	Create a Mind maps and graphs about living things 2connect 2graph	Programs – 2Animate Onion skinning and stop motion Y3 I can use a	Weeks – 2 Y3 I can name the parts o computer Y4 I can selec
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of	Use formula for simple calculations, line graphs, timers and place value activity Y3	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on	Create a Mind maps and graphs about living things 2connect 2graph	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important.	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions.	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on	Create a Mind maps and graphs about living things 2connect 2graph	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of	Use formula for simple calculations, line graphs, timers and place value activity Y3	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on	Create a Mind maps and graphs about living things 2connect 2graph	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software t
	Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important.	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions.	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software to accomplis
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions.	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g.	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software to accomplis
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes.	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes.	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software t accomplisi
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	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information.	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals.	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes.	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software t accomplis given goal Vocab : periphera
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	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity can be different to my offline identity I can use the internet with adult support to communicate with 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. Y4	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information. I can present information in different ways Y4	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on a familiar search engine (text, images) I know that	Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. Y4 I can experiment with variables to control models.	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a range of software for similar purposes.	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes. I can collect information. I can design and create	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create content – text, graphics, sound	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software t accomplis given goal Vocab : peripheral componer attached, internal,
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity can be different to my offline identity I can use the internet with adult support to communicate with people I know (e.g. video call apps 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. Y4 I can experiment with variables to	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information. I can present information in different ways Y4 I can select and	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on a familiar search engine (text, images) I know that everything I see on	 Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. Y4 I can experiment with variables to control models. I can give an on- 	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a range of software for similar purposes. I can collect	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes. I can collect information. I can design and create content – text,	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create content – text, graphics, sound I can	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software to accomplis given goal Vocab : periphera componer attached, internal, external,
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity can be different to my offline identity I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. Y4 I can experiment with variables to control models.	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information. I can present information in different ways Y4 I can select and use software to	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on a familiar search engine (text, images) I know that everything I see on the internet is not	 Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. Y4 I can experiment with variables to control models. I can give an on- screen robot or 	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a range of software for similar purposes. I can collect information.	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes. I can collect information. I can design and create content – text, graphics	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create content – text, graphics, sound I can present	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software t accomplish given goals Vocab : peripheral componen attached, internal, external, motherboa
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	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity can be different to my offline identity I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Y4: I can say what is acceptable and unacceptable behaviour using 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. Y4 I can experiment with variables to control models. I can give an on-screen robot or turtle (or similar) specific instructions	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information. I can present information in different ways Y4 I can select and use software to accomplish given goals.	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on a familiar search engine (text, images) I know that everything I see on the internet is not necessarily true or correct	 Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. Y4 I can experiment with variables to control models. I can give an on- screen robot or turtle (or similar) specific 	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a range of software for similar purposes. I can collect information. I can present information	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes. I can collect information. I can design and create content – text, graphics I can present information in	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create content – text, graphics, sound I can present information in different	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software to accomplish given goals Vocab : peripherals componen attached, internal, external, monitor, memory,
	 Projectevolve.co.uk Y3 I follow the rules for computer use in my class I know different ways I can get help if I am concerned. I can give examples of when I should ask permission to do something online and explain why this is important. I can describe how to behave online in ways that do not upset others and can give examples. I can explain how my online identity can be different to my offline identity I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Y4: I can say what is acceptable and 	Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2 Repetition – Year 3, Lesson 5 Repeat until - Year 4, Lesson 3 Variables – Year 3, Lesson 4 Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. Y4 I can experiment with variables to control models. I can give an on-screen robot or	Use formula for simple calculations, line graphs, timers and place value activity Y3 I can use a range of software for similar purposes. I can collect information. I can present information in different ways Y4 I can select and use software to accomplish given	information and assessing reliability - Find information about the Amazon & Romans Y3 I can give examples of how to find information using digital technologies, e.g. search engines I can use different search features on a familiar search engine (text, images) I know that everything I see on the internet is not necessarily true or	 Program: Logo Distance and turns Repeat function Procedure Y3 I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. Y4 I can experiment with variables to control models. I can give an on- screen robot or turtle (or similar) 	Unit 4.4 Font size and layout Week – 1 skills Produce a newspaper report on the raid on Lindisfarne Y3 I can use a range of software for similar purposes. I can collect information. I can present	Create a Mind maps and graphs about living things 2connect 2graph Y3 I can use a range of software for similar purposes. I can collect information. I can design and create content – text, graphics I can present	Programs – 2Animate Onion skinning and stop motion Y3 I can use a range of software for similar purposes. I can design and create content – text, graphics, sound I can present information	Weeks – 2 Y3 I can name the parts of computer Y4 I can select and use software to accomplish given goals Vocab : peripheral componen attached, internal, external, motherboa monitor,

Emerald	Class 2	Year	Overview	
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in that others online can be someone else, my friends, and can asons why they might do ow my behaviour online what people think of me ibe what information I put online without usted adult first. mise when someone is t or angry online. in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, md my relationships (Yr 3)	I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program. Vocab: Bug, Debug, Debugging, action, code, control, Design, Command <u>Valuing difference</u> 1)Family and friends (Yr 3) 2) Mu community (Yr 2)	Vocab: average, copy and paste, cells, columns,rows, vertical, horixontal, formula wizard	I can analy informatio say if it see untrue or inaccurate I can descr to search f informatio a wide groo technologi make a jud about the accuracy Vocab : Eas internet, g browser, applicatior engine, spo website, he domain na	n and ms ibe how or n within up of es and gement orobable ter egg, obal, ter search oof oax, me	takes them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program Vocab: language. Structure, function, repeat	Y4 I can select and use software to accomplish given goals. I can collect and present information Vocab : Font, layout, format, audience	I can select and use software to accomplish given goals. I can collect and present data. I can create a blog or add to a web page Vocab : Connections, node, drag, hover, link, edi	 and use software to accomplish given goals. I can collect and present data. Vocab: animation, flipbook, frame, onion skinning, background, animated, impression 	
ny friends, and can asons why they might do ow my behaviour online what people think of me ibe what information I put online without usted adult first. nise when someone is tor angry online. in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email,	will happen (linked to programming). I can de-bug a program. Vocab: Bug, Debug, Debugging, action, code, control, Design, Command Valuing difference 1)Family and friends (Yr 3)	copy and paste, cells, columns,rows, vertical, horixontal, formula wizard <u>Keeping myse</u> 1)Safe or unsafe?	say if it see untrue or inaccurate I can descrito to search fi informatio a wide groutechnologi make a jud about the accuracy Vocab : East internet, gibrowser, application engine, spouwebsite, ho domain na	ibe how or n within up of es and gement orobable ter egg, obal, , search oof oax, me	I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program Vocab : language. Structure, function, repeat	and use software to accomplish given goals. I can collect and present information Vocab : Font, layout, format, audience	accomplish given goals. I can collect and present data. I can create a blog or add to a web page Vocab : Connections, node, drag, hover, link, edi	software to accomplish given goals. I can collect and present data. a Vocab: animation, flipbook, frame, onion it skinning, background, animated, impression	
asons why they might do ow my behaviour online what people think of me ibe what information I put online without usted adult first. in se when someone is tor angry online. in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email,	I can de-bug a program. Vocab : Bug, Debug, Debugging, action, code, control, Design, Command <u>Valuing difference</u> 1)Family and friends (Yr 3)	cells, columns,rows, vertical, horixontal, formula wizard <u>Keeping myse</u> 1)Safe or unsafe?	untrue or inaccurate I can descrito search fi informatio a wide grou technologi make a jud about the accuracy Vocab : Easi internet, gi browser, application engine, spo website, ho domain na	ibe how or n within up of es and gement orobable ter egg, obal, n, search oof oax, me	accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program Vocab : language. Structure, function, repeat	software to accomplish given goals. I can collect and present information Vocab : Font, layout, format, audience	given goals. I can collect and present data. I can create a blog or add to a web page Vocab : Connections, node, drag, hover, link, edi	accomplish given goals. I can collect and present data. a Vocab : animation, flipbook, frame, onion it skinning, background, animated, impression	
ow my behaviour online what people think of me ibe what information I put online without usted adult first. mise when someone is tor angry online. in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email,	Vocab: Bug, Debug, Debugging, action, code, control, Design, Command Valuing difference 1)Family and friends (Yr 3)	columns,rows, vertical, horixontal, formula wizard <u>Keeping myse</u> 1)Safe or unsafe?	inaccurate I can descrito to search fi informatio a wide groutechnologi make a jud about the paccuracy Vocab : East internet, gibrowser, application engine, spo website, ho domain na	ibe how or n within up of es and gement orobable ter egg, obal, n, search oof oax, me	prediction and explain why I believe something will happen (linked to programming). I can de-bug a program Vocab : language. Structure, function, repeat	accomplish given goals. I can collect and present information Vocab : Font, layout, format, audience	I can collect and present data. I can create a blog or add to a web page Vocab : Connections, node, drag, hover, link, edi	given goals. I can collect and present data. a Vocab: animation, flipbook, frame, onion it skinning, background, animated, impression	
what people think of me ibe what information I put online without usted adult first. inise when someone is or angry online. in how using technology straction from other ooth a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email,	action, code, control, Design, Command Valuing difference 1)Family and friends (Yr 3)	vertical, horixontal, formula wizard <u>Keeping myse</u> 1)Safe or unsafe?	I can descr to search f informatio a wide grou technologi make a jud about the accuracy Vocab : Eas internet, g browser, application engine, spo website, ho domain na	ibe how or n within up of es and gement orobable ter egg, obal, n, search oof oax, me	explain why I believe something will happen (linked to programming). I can de-bug a program Vocab : language. Structure, function, repeat	given goals. I can collect and present information Vocab : Font, layout, format, audience	and present data. I can create a blog or add to a web page Vocab : Connections, node, drag, hover, link, edi	I can collect and present data. a Vocab: animation, flipbook, frame, onion it skinning, background, animated, impression	
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nise when someone is c or angry online. in how using technology straction from other ooth a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	make a jud about the accuracy Vocab : Eas internet, g browser, application engine, spo website, ho domain na	gement probable ter egg, obal, , search pof pax, me	program Vocab: language. Structure, function, repeat	layout, format, audience	Vocab: Connections, node, drag, hover, link, edi	animation, flipbook, frame, onion it skinning, background, animated, impression	
t or angry online. in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	about the p accuracy Vocab: Eas internet, g browser, application engine, spo website, ho domain na	ter egg, obal, , search oof oax, me	Vocab : language. Structure, function, repeat	layout, format, audience	Connections, node, drag, hover, link, edi	flipbook, frame, onion it skinning, background, animated, impression	
in how using technology straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	accuracy Vocab: Easi internet, g browser, application engine, spo website, ho domain na	ter egg, obal, , search oof oax, me	Structure, function, repeat	format, audience	Connections, node, drag, hover, link, edi	frame, onion it skinning, background, animated, impression	
straction from other both a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	Vocab: Eas internet, g browser, application engine, spo website, ho domain na	obal, , search oof oax, me	function, repeat	audience	node, drag, hover, link, edi	onion it skinning, background, animated, impression	
ooth a positive and ray. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	internet, g browser, application engine, spo website, ho domain na	obal, , search oof oax, me			hover, link, edi	it skinning, background, animated, impression	
ay. ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	browser, application engine, spo website, ho domain na	, search oof oax, me	and responsibilities	Being r		background, animated, impression	
ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	browser, application engine, spo website, ho domain na	, search oof oax, me	and responsibilities	Being r		animated, impression	
ital footprint, copyright, virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	application engine, spo website, ho domain na	oof oax, me	and responsibilities	Being		animated, impression	
virus, cookies, identity vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	engine, spo website, ho domain na	oof oax, me	and responsibilities	Being r	L	impression	
vare, phishing, email, nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	website, ho domain na	oax, me	and responsibilities	Being r	L		
nd my relationships	1)Family and friends (Yr 3)	1)Safe or unsafe?	domain na	me	and responsibilities	Being r	Ļ,		
	1)Family and friends (Yr 3)	1)Safe or unsafe?	·		and responsibilities	Being r	L		
(Yr 3)		'				Dungi	my best	Growing and c	changing
(Yr 3)		'						1	
. ,	2 M_{1} $community (Vr 2)$		· /		lpful volunteers (Yr			1)Relationship tree	
ot ok- part 1 (Yr 4)	2) My community (Yr 3)	2) Know the norm		3)		1)What makes	s me ME! (Yr	2) Body space (Yr 4	1)
after our special people	3) What would I do? (Yr 4)	3) Alcohol and cig	arettes:	2) Can Ha	arold afford it? (Yr 3)	4)		My changing bo	dy (Yr 3)
	4) The people we share our world	the facts (Yr 3)		3) Why pa	ay taxes? (Yr 4)	2) Getting on	with your	4) All change! (Yr 4	+)
ressure (Yr 4)	with (Yr 4)					nerves (Yr 3)		l	
		Year 4		Year 3		3) My school o	community (Yr	l	
	Year 3	I can give example	es of	I can say s	some ways of	4)		Year 3	
ly accept the views of	I can give examples of different	people or things t			whether something		id (Yr 4)	I can name a few tl	hings tha
, understand that we	community groups and what is good	influence someon	-		or just an opinion.	,		make a positive rel	-
ys agree with each other.	about having different groups.	risks (e.g. friends,			how I can help the	Year 3		and some things th	•
ou lots of ideas about	I can talk about examples in our	media, celebrities			ho help me, and			negative relationsh	
o be a good friend and	classroom where respect and	people have choic			do this. I can give	things that I ca	-	I can tell you what	-
me different ideas for	tolerance have helped to make it a	whether they take		an examp	-	responsibility		the woman's body	
		whether they take	ETISKS.	an examp	Jie of this.			-	
e up with a friend if	happier, safer place.		the violes of	VeerA		to my healthy	-	egg isn't fertilised,	_
n out.	Veer 4	I can say a few of			ain haur -	example of so	-	that it is the lining	
	Year 4	-	-	•				that comes away.	
							-	-	
=				•	-				-
-							· ·		
ir body language.			o much						asking th
	challenge stereotypes that might be	alcohol.		-				to leave it if I feel	
	applied to me or others.			that beha	aviour.	in order to im	prove it.	uncomfortable.	
n, women, unisex, male,		I can give example	es of	I can expl	ain how these			l	
n, women, unisex, male, ereotype, differences,	Voar 2: family loving caring cafe	positive and nega	tive	reports (T	IV, newspapers or	Year 4		Year 4	
	Tear 5. failing, loving, caring, sale,				· · ·	I can give a fe	w examples of	I can label some pa	arts of the
ereotype, differences, , conflict, solution,	connected, difference, special, conflict,					-	· ·		
ereotype, differences, , conflict, solution, plve, internet, social		that could influen	-	-	-	-		only girls have.	
ereotype, differences, , conflict, solution, olve, internet, social ine, risky, gaming, safe,	connected, difference, special, conflict,		decisions					I can list some of th	
ereotype, differences, , conflict, solution, plve, internet, social	connected, difference, special, conflict, solve it together, solutions, resolve,		g decisions.	about this		Keen neaitny			he reason
ers	women, unisex, male, otype, differences,	I can say a lot of ways that people are different, including religious or cultural differences.I can say a lot of ways that people are different, including religious or cultural differences.I can explain why it's important to challenge stereotypes that might be applied to me or others.women, unisex, male, otype, differences, onflict, solution, e, internet, socialVear 3: family, loving, caring, safe, connected, difference, special, conflict,	I can say a lot of ways that people are different, including religious or cultural differences.on a person's bod reasons for why n people choose no smoke, or drink to alcohol.women, unisex, male, otype, differences, onflict, solution, e, internet, social , risky, gaming, safe, , risky, gaming, safe,I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.on a person's bod reasons for why n people choose no smoke, or drink to alcohol.Vear 3: family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve,I can give example positive and nega influences, includi that could influences	 I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. Vear 3: family, loving, caring, safe, connected, difference, special, conflict, risky, gaming, safe, e messaging (pm), I can say a lot of ways that people are differences, l can explain why it's important to challenge stereotypes that might be applied to me or others. Vear 3: family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, I can give examples of positive and negative influences, including things that could influence me when I am making decisions. 	I can say a lot of ways that people are different, including religious or cultural differences.on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.'bystande positive e behaviou happenin together that beha positive and negative influences, including things that could influence me	I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.women, unisex, male, otype, differences, poffict, solution, e, internet, social , risky, gaming, safe, e messaging (pm),Year 3: family, loving, caring, safe, solve it together, solutions, resolve, witness, bystander, bullying, gay, witness, bystander, bullying, gay, witness, bystander, bullying, gay,I can give examples of positive and negative influences, including things that could influence me when I am making decisions.'bystander' I can have a positive effect on negative behaviour they witness together to stop or change that behaviour.	I can say a lot of ways that people are different, including religious or cultural differences.on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.I can explain a example of a s that I've devel goal-setting th already done (in order to impwomen, unisex, male, otype, differences, ponflict, solution, e, internet, social , risky, gaming, safe, e messaging (pm),Year 3: family, loving, caring, safe, connected, difference, special, conflict, solve it together, bullying, gay, witness, bystander, bullying, gay, witness, bystander, bullying, gay,I can say a lot of ways that people on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.'bystander' I can have a positive effect on negative positive effect on negative together to stop or change that behaviour.I can explain a example of a s that I've devel goal-setting th alcohol.women, unisex, male, optifict, solution, e, internet, social , risky, gaming, safe, e messaging (pm),Year 3: family, loving, caring, safe, solve it together, solutions, resolve, witness, bystander, bullying, gay, when I am making decisions.I can explain how these reports (TV, newspapers or messages that might influence how people thinkYear 4 I can give a few different thing already that here	t of examples of how I son is feeling worried ody language.I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.women, unisex, male, otype, differences, onflict, solution, e, internet, social , risky, gaming, safe, e messaging (pm),Year 3: family, loving, caring, safe, solve it together, solutions, resolve, witness, bystander, bullying, gay, witness, bystander, bullying, gay, witness, bystander, bullying, gay,on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.I can explain and give an example of a skill or talent that I've alcohol.women, unisex, male, optifict, solution, e, internet, social , risky, gaming, safe, e messaging (pm),I can say a lot of ways that people that could influence me when I am making decisions.I can explain and give an positive effect on negative positive effect on negative together to stop or change that could influence me when I am making decisions.I can explain and give an positive effect on negative together to stop or change together to stop or change that behaviour.I can give a few examples of that could influence me when I am ma	 I can say a lot of ways that people are different, including religious or oody language. I can say a lot of ways that people are different, including religious or cultural differences. I can explain my it's important to challenge stereotypes that might be applied to me or others. Year 3: family, loving, caring, safe, e, internet, social , risky, gaming, safe, I can say a lot of ways that people on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain and give an positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or that could influence me I can give examples of positive and negative influences, including things that could influence me I can give a few examples of that could influence me I can give a few examples of that could influence me I can give a few examples of that could influence me I can give a few examples of that could influence me I can give a few examples of that could influence me

Emerald Class 2 Year Over	view							
	Year 4: relationship, close, jealousy problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy betrayal, amicable, appreciation, love	judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features.	achievemer personal go acknowledg emotions, fr fears, worri support. Year 4: inclu		l can give examples of these decisions and how they might relate to me. Year 3: career, job, role, responsibilities, respect, global, communication, fair trade, inequality, food journey, climate, transport, exploitation, rights, needs, wants, justice, united nations, equality, deprivation, rights, responsibilities, learning charter, dream, behaviour, rewards, consequences, actions, fairness, choices, cooperate, group dynamics, team work, view point, ideal school, belong Year 4: charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning charter, contribution, observer, un convention on rights of child (UNCRC).	examp things help lo environ Year 3: calories heartbe fitness, saturat attitude strateg feelings body, c Year 4: healthy friends leader, agree, o pressur alcohol fear, be	ive different oles of some of the that I do already to ook after my nment. oxygen, energy, s / kilojoules, eat, lungs, heart, labels, sugar, fat, ed fat, healthy, drugs, e, safe, anxious, scared, y, advice, harmful, risk, s, complex, appreciate, choice friendship, emotions, /, relationships, hip groups, value, roles, follower, assertive, disagree, smoking, re, peers, guilt, advice, I, liver, disease, anxiety, elieve, assertive, n, right, wrong	these difficult feelings (e.g. conflict with parents). I can tell you why people get married. Year 3: changes, birth, animals, babies, mother, uterus, growing up, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, penis, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy Year 4: personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy
MfL	How old are you? My family		<u>Salut</u> Countries I like Nicolas the	e monster		<u>Salut</u> Clothe Month Genev		
Listening		Speaking	Į	Reading		•,	Writing	
I can understand some simple instructions and followI can join inthem.I can answI can identify phonemes which are the same as, orusing simple		I can repeat simple words and phrasesI can rI can join in with simple songs and rhymes.and leI can answer questions to give basic informationI can rusing simple words and phrases.accuration		Year 3 I can read and pronounce the most common letter and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonic I can read familiar words and phrases aloud with		using familiar words. I can give a written response to a simple written cs. question.		oonse to a simple written
I can identify sounds in clapping when I hear a I can recognise a quest	i songs and rhymes, e.g. by given sound. tion. le questions and respond to p an item	can say that room condenstand, or ask for question to be repeated. can ask for help using polite language can ask and answer simple questions usin sentences can repeat some simple sentences from m	ng short	accurate pronunci me. I can recognise an	iation, so that others can unders d understand some individual d match them to pictures.	stand ,	I can write some familiar words from memory.	

I can respond appropriately to songs and rhymes, e.g.	I can say simple words and phrases from memory,	I can understand familiar written phrases and simple	I ca
by performing a series of actions.	with accurate pronunciation, so that others can	sentences, and respond to them, e.g. drawing a line	spe
I can recognise whether nouns are singular or plural,	understand me.	to match an image to a phrase or sentence.	l ca
based on the article 'le'/'la'/'l''/'les'.	I can prepare and recite a few familiar sentences to	I can read a simple rhyme or poem, in chorus.	I ca
I can recognise some basic French adjectives.	my teacher.	I can recognise whether nouns are singular or plural.	phi
	I can give a spoken response to a simple written	Year 4	sto
Year 4	question.		l ca
I can pick out familiar words and phrases from spoken	I can introduce myself, giving my name and age, using	I can follow and understand a familiar written text,	me
sentences.	short, simple sentences.	reading and listening at the same time.	l ca
I can recognise familiar words and phrases in a spoken	I can use some numbers, colours and simple	I can read a simple rhyme, song or story aloud to my	wo
story or poem	describing words in spoken sentences.	class.	l ca
I can identify the gender of a noun from its article in	I can pronounce 'le'/'la' and 'un'/'une' clearly and	I can use a bilingual dictionary to look up the meaning	incl
spoken French.	accurately.	in English of unfamiliar words in French.	l ca
I can recognise who is being talked about in a sentence	I can talk about myself using some common verbs in	I can use a bilingual dictionary to find the French	live
from the pronoun.	the first person singular form.	translation of English words.	l ca
I can recognise that the structure of some French		I can identify the gender of a French noun from its	do,
sentences differs from English.	Year 4	article.	l ca
		I can recognise subject pronouns such as 'je', 'tu', 'il'	incl
	I can ask for simple opinions, and give my own, e.g.	and 'elle'.	I ca
	likes and dislikes	I can recognise the first, second and third person	the
	I can say several sentences from memory	singular forms of some common verbs in the present	l ca
	I can say full sentences from memory, with accurate	tense.	l ca
	pronunciation, so that others can understand me	I can recognise common sentence and word order	the
	I can prepare and present a set of simple instructions	patterns in French.	
	to a group for them to follow, e.g. some directions		
	I can recite a simple finger rhyme or song from		
	memory. I can say a few sentences to describe where I live.		
	I can say a few sentences about the things I do, e.g.		
	my daily routine or hobbies, including simple likes		
	and dislikes.		
	I can give short descriptions of other people,		
	including my family and friends.		
	I can use the correct article most of the time to		
	match the gender of the noun.		
	I can use either 'les' or 'des' with plural nouns.		
	I can describe things using simple adjectives.		
	I can use simple sentences where the structure or		
	word order differs from English, e.g. negatives and		
	reflexives.		

can use my knowledge of French phonics to help me pell familiar words.

can express my opinions using simple sentences. can show understanding by writing sentences or phrases which summarise some of the content of tories, songs and poems.

can write some phrases and simple sentences from nemory.

can complete a written sentence by adding letters, vords and phrases.

can write a few simple sentences about myself, ncluding my name and age, from memory.

can write a few simple sentences to describe where I ive, from memory.

can write a few simple sentences about the things I lo, e.g. my daily routine or hobbies, from memory. can write a few simple sentences about other people, ncluding my family and friends, from memory.

can use the correct article most of the time to match he gender of the noun.

can use a model to write sentences in the first person. can write the correct form of some common verbs in he first person present tense, e.g. 'je suis'.