

**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
<b>Topic</b>	<b>Bronze age to Iron Age</b>	<b>Climate and Weather</b>	<b>Invaders and raiders (Anglo Saxons)</b>	<b>Our world (Human geography)</b>	<b>Crime and Punishment</b>	<b>Coasts</b>
<b>Hook/ Question /Statement</b>	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?
<b>Class Read</b>	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	
<b>English</b>	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 Scieszka
<b>Maths</b>	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	
<b>Geography</b>	<b><u>Climate and Weather (Autumn 2)</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them</li> <li>extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations</li> <li>describe and give examples of the variety of biomes and vegetation belts</li> </ul>		<b><u>Our world (Spring 2)</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>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)</li> <li>practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</li> <li>use the eight points of the compass to build their knowledge of the wider world.</li> </ul>		<b><u>Coasts (Summer 2)</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include more of the UK</li> <li>name and locate (some) counties and cities of the UK</li> <li>learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time</li> <li>understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain)</li> </ul>	

	<ul style="list-style-type: none"> <li>• use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts</li> <li>• identify the world’s hottest, coldest, wettest and driest locations.</li> </ul> <p><b>Key Vocab</b></p> <p>Weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation, Temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, tundra – polar, permafrost, taiga, Desert, sub-tropical, Sahara, Namibian Desert, Mojave Desert, dry, arid, rain, shadow, Monsoon, tropical rain, forest climate and biome, rainfall map, India, Temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)</p>	<p><b>Key Vocab</b></p> <p>Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth’s rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean, Co-ordinate</p>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety</li> <li>• consider tourism, as both an economic and a pleasurable activity</li> <li>• think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</li> </ul> <p><b>Key Vocab</b></p> <p>Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Mediterranean, Sand, rock, beach, cliff, industry, fishing, harbour, physical features, human features including settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, storm, resistance, power (of the sea), Antarctica, cruise, Port, dock, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, trade, sea food, rock pool, shells, Climate change, rising sea level, inundation, archipelago</p>
<p>History</p>	<p><b><u>Bronze to Iron Age (Autumn 1)</u></b></p> <p>In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, similarity and difference             <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> </ul> </li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• address historically valid questions about trends and significance.</li> </ul> <p><b>Key Vocab:</b></p> <p>Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive</p>	<p><b><u>Anglo-Saxons (Spring 1)</u></b></p> <p>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 deserves to be called the ‘Dark Ages’. Links will be made to prior learning, particularly to Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• develop the appropriate use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• note connections, contrasts and trends over time</li> <li>• regularly address and devise historically valid questions about significance.</li> </ul> <p><b>Key Vocab:</b></p>	<p><b><u>Crime and Punishment (Summer 1)</u></b></p> <p>In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of historical information             <ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul> </li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about similarity and difference.</li> </ul>

	<p>argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	<p>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.</p>	<p><b>Key Vocab:</b>                  Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, severe crime, lesser crime, liberty, transportation, prison, gaol, separate system, silent system, oakum, discrimination, prejudice, democracy, parliament, change, continuity, attitudes, values.</p>
<p><b>Art</b></p>	<p>Experiment with creating mood using colour</p> <p>Learn about great artists in history with a focus on Andy Warhol and Roy Lichtenstein with a focus on Pop art.</p> <p>Year 3                  I can show facial expressions in my art.                  I can use sketches to produce a final piece of art.                  I can use different grades of pencil to shade and to show different tones and textures.                  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.</p> <p>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.</p> <p><b>Key Vocab</b></p> <p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p> <p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush</p>	<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Learn about great artists in history with a focus on Claude Monet.</p> <p>Year 3                  I can show facial expressions in my art.                  I can use sketches to produce a final piece of art.                  I can use different grades of pencil to shade and to show different tones and textures.                  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.                  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<p><b>D &amp; T</b></p>	<p><u>A2 Structures</u> <u>Shell Structures</u> To create a recyclable gift box</p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Experience of using different joining, cutting and finishing techniques with paper and card.</li> <li>• A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can order the main stages of making.</li> <li>• I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• I can explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• I can use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>• I can test and evaluate my own products against design criteria and the intended user and purpose.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I can develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• I know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocab</b></p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</p>		<p><u>Healthy Food from around the world</u> Healthy and varied diet</p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Know some ways to prepare ingredients safely and hygienically.</li> <li>• Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>.</li> <li>• Have used some equipment and utensils and prepared and combined ingredients to make a product.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• I can select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can carry out sensory evaluations of a variety of ingredients and products. I can record the evaluations using e.g. tables and simple graphs.</li> <li>• I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• I know and use relevant technical and sensory vocabulary appropriately.</li> </ul> <p><b>Key Vocab</b></p> <p>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>		<p><u>S1</u> <u>Electrical Systems</u> Simple Circuits and Switches - Creating alarms Escaping Jail</p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.</li> <li>• Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can order the main stages of making.</li> <li>• I can select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>• I can select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can investigate and analyse a range of existing battery-powered products.</li> <li>• I can evaluate their ideas and products against my own design criteria and identify the strengths and areas for improvement in their work.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>• I can apply my understanding of computing to program and control their products.</li> <li>• I know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocab</b></p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>	
	<p>Science</p>	<p><u>Forces and Magnets</u> -Compare how things move on different surfaces.</p>	<p><u>Food and Our Bodies</u> -Identify that animals, including humans, need the right types and</p>	<p><u>What's that sound?</u> -Identify how sounds are made.</p>	<p><u>. How Does your Garden Grow?</u> -Identify and describe the functions of different parts of</p>	<p><u>Electricity</u> - Identify common appliances that run on electricity.</p>

-Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  
 -Observe how magnets attract or repel each other and attract some materials and not others.  
 -compare and group a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  
 -Describe magnets as having two poles.  
 -Predict whether two magnets will attract or repel each other, depending on which poles are facing

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.
- Use results to draw simple conclusions, make predictions for new values,

amount of nutrition, and that cannot make their own food.  
 -They get their food from what they eat.  
 -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working scientifically skills

This topic develops the following working scientifically skills:

- 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 graphs and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

**Key Vocab**

**Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate**

-Recognise that vibrations from sounds travel through a medium to the ear.  
 -Find patterns between the pitch of a sound and features of the object that produced it.  
 -Find patterns between the volume of a sound and the strength of the vibrations that produced it.  
 -Recognise that sounds get fainter as the distance from the sound source increases.

Working scientifically skills

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- 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.
- Reporting 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.

flowering plants: roots, stem / trunk, leaves and flowers.  
 -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  
 -Investigate the way in which water is transported within plants.  
 -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working scientifically skills

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- 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

-Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, - switches and buzzers.  
 -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  
 -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
 -Recognise some common conductors and insulators and associate metals with being good conductors

Working scientifically skills

This topic develops the following working scientifically skills:

- Ask relevant questions and using different types of scientific enquiries to answer them – setting up simple practical enquiries, comparative and fair tests.
- 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.

**Key Vocab**

**Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor,**

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,**

	<p>suggest improvements and raise further questions.</p> <p><b>Key Vocab</b></p> <p>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</p>		<ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support findings.</li> </ul> <p><b>Key Vocab</b></p> <p>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</p>	<p>improvements and raise further questions.</p> <ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Vocab</b></p> <p>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</p>	<p>faster/slower, conductor, insulator, metal/nonmetal</p>	<p>decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data.</p>
<p>RE</p>	<p><b>Beliefs and practices; Symbols and actions</b></p> <p><b>UC People of God 2a.2 What is it like to follow God? (Digging Deeper)</b></p> <p>Explore early stories in the bible that begin to who talk about the children of Israel. Why are they described as the 'People of God' and what is their relationship with God?</p> <p><b>Marking festivals, traditions and key events in life</b></p> <p>Pupils describe ways and traditions of celebrating Christian festivals (Lent, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Baptism, confirmation (Catholic) Weddings). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging). From the children and cultures within the class are there any other special ways of celebrating life events.</p> <p><b>Symbolic expression in prayer and worship</b></p> <p>Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. Recall the Lord's prayer, our Spellbrook prayer. Why do Christians say prayers together?</p> <p>They explore humility in prayer, the use of candles and the importance of sharing food in Christian worship.</p> <p><b>Advent and Christmas traditions around the world</b></p> <p>What are the events with Advent and how is Christmas celebrated differently around the world?</p> <p><b>Key Vocab</b></p>	<p><b>Identity and belonging; Ultimate questions; Prayer, worship and reflection; Beliefs and practices(Easter);</b></p> <p><b>Belonging to a family, a community, challenges and religious leadership</b></p> <p>What does it mean to belong to a faith community? Pupils explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa). Looking at the challenge of individual commitment, they explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p><b>Different ideas about God and gods, creation and ultimate questions (Possibly move this to Summer term as Spring term is shorter)</b></p> <p>Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity). They explore different stories about how the world began (Christianity and Islam), expressing creatively theirs and others ideas on creation, God and heaven through creative media.</p> <p><i>(UC 2a.1 What do Christians learn from the Creation Story?) Reflection on Digging deeper yr 2</i></p> <p><b>Communicating through sacred spaces and prayer (Islamic focus)</b></p> <p>Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshippers' experience and ask, who hears our prayers? They learn about key</p>	<p>Christianity</p> <p>-What do Christians believe about God?</p> <p><b>Sources of wisdom; Human responsibility and values Justice and fairness;</b></p> <p><b>Sacred texts and stories, their guidance and impact</b></p> <p>Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, the story of Muhammad) and respond to the impact of these on religious followers. They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible).</p> <p>Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' and the impact of Pentecost on Christians.</p> <p><b>UC 2a.6 When Jesus left what was the impact of Pentecost?</b></p> <p>Make clear links between the story of the day of Pentecost and Christian belief about the Kingdom of God on Earth. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.</p> <p>Make links between the ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p><b>Taking responsibility for living together, values and respect</b></p> <p>Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter.</p>			

	<p><b>Covenant , ceremony, old/new testament, command, oath, descendent, Humility, hallowed, trespass, temptation, symbolism, wreath</b></p>		<p>prayers (e.g. the first Surah in the Qu’ran and The Lord’s Prayer) and how they might inspire a believer’s commitment.</p> <p><b>Exploring Lent, Holy Week and Salvation</b> They revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a Church leader.</p> <p><b>Key Vocab</b></p> <p><b>Commitments, five pillars, duty, Muhammad, attributes, purpose, Surah, pilgrimage, Mecca, Lent, salvation, Eucharist</b></p>	<p><i>(UC 2a.4 What kind of world would Jesus want?)</i></p> <p><b>Right and wrong, just and fair</b> 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.</p> <p><b>Key Vocab</b></p> <p><b>Significance, impact, Pentecost, Kingdom, Acts, Multilingual, human race, Atheists, moral values, religious charity, Zacchaeus,</b></p>		
<p><b>PE</b></p>	<p><b>Football</b> Year 3 I can stop a ball using the sole, inside and sometimes the outside of my feet. I can pass a ball using the inside of my feet with accuracy. I can dribble a ball using my feet and turn with some control. I can make a standing tackle in 1v1. I can kick a moving ball past a goal keeper with some success. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p> <p>Year 4 I can stop a ball using the sole, inside and the outside of my feet. I can demonstrate a variety of passes. I can dribble a ball using my feet and turn with control. I can kick a moving ball past a goal keeper with some accuracy. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p>	<p><b>Hockey (QuickSticks)</b> Year 3 I can dribble the ball with control. I can push pass and receive the ball with control. I can pass the ball over a longer distance with accuracy and power. I can pass and receive a ball with control when moving. I can tackle a player keeping my stick on the floor with a wide grip on the stick. I can hit a moving ball into a goal with some success. I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p> <p>Year 4 I can dribble the ball with good control always looking up. I can push pass and receive the ball with accuracy and control. I can pass the ball over a longer distance with accuracy, power and control. I can pass and receive a ball with accuracy and control choosing the appropriate pass for short and long distances.</p>	<p><b>Gymnastics</b> Year 3 I can perform a rocket jump with ¼, ½ turn, and full turn with good control and body tension. I can perform a teddy bear roll with control and pointed toes. I can perform a complex matching and mirroring balance with control height and pointed toes. I can bunny hop onto apparatus with control. I can perform a sequence using different levels showing good body tension, control and fluency. I always co-operate working as part of a team and can evaluate and recognise success.</p> <p>Year 4 I can perform a rocket jump with ½ turn and full turn in a sequence with control, body tension and pointed toes. I can perform a teddy bear roll won my own/with a partner showing precision, control and fluency. I can perform complex matching and mirroring balances in a sequence with control, precision and fluency. I can consistently perform controlling bunny hops lifting my</p>	<p><b>Tag Rugby</b> Year 3 I can tag another player when moving. I can move with control in a variety of directions with the ball in my hands using the correct handling position. I can pass a ball backwards or sideways with some control and accuracy. I can pass a ball backwards or sideways with some control and accuracy when moving. I can sometimes 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.</p> <p>Year 4 I attempt to tag a player using either hand when moving. I can move with speed in a variety of directions with the ball in my hands using the correct handling position. I can pass a ball backwards or sideways with some control and accuracy- from both sides of the body.</p>	<p><b>Athletics</b> Year 3 I can react quickly and accelerate over short distances. I can throw a javelin/vortex while standing in the correct stance. I can perform a hop, step and jump with some control. I can run over an obstacle/hurdle with speed. I can push a tennis ball/netball/ basketball while standing in the correct stance. I can pass a relay baton with control.</p> <p>Year 4 I can react quickly and accelerate over short distances. I can throw a javelin/vortex using the correct stance and rotating my hips forward. I can perform a hop, step and jump with control and balance. I can run over an obstacle/hurdle with speed and control. I can push a tennis ball/netball/ basketball using the correct</p>	<p><b>Kwik cricket</b> Year 3 I can roll the ball with accuracy and control and stop the ball using 2 hands, one hand and a long barrier. I can throw underarm 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. 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.</p> <p>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.</p>



	<p><b>Key Vocab</b></p> <p>Control, pass, ball, dribble, turn, defend, score, goal, team, game, stationary, agility, accuracy, balance, coordination, offside, referee, tackle, foul, penalty</p>	<p>I can tackle a player keeping my stick on the floor; have a wide grip on the stick-keeping low to the ground.</p> <p>I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p> <p><b>Key Vocab</b></p> <p>Hockey Stick, dribble, pass, distance, receive, tackle, stationary, accuracy, power, umpire, sideline, attacker, defender, penalty, agility, accuracy, balance, coordination</p>	<p>hips to varying levels- always with pointed toes.</p> <p>I can bunny hop onto apparatus with a short run up showing control, precision and fluency.</p> <p>I can perform a sequence in unison showing different levels with good timing, control and fluency.</p> <p>I can link and sequence complex actions. I co-operate and work as part of a team, taking on leadership roles to improve performance.</p> <p><b>Key Vocab</b></p> <p>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</p>	<p>I can pass a ball backwards or sideways with some control and accuracy when moving- from both sides of the body.</p> <p>I can avoid a defender to score a try.</p> <p>I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p> <p><b>Key Vocab</b></p> <p>agility, accuracy, balance, coordination, tag, move, pass, direction, score, try, team, backwards, sideways, attacker, defender, dodging</p>	<p>shotput stance and rotating my hips forward.</p> <p>I can pass a relay baton with control and timing.</p> <p><b>Key Vocab</b></p> <p>Javelin, stance, hop, step, jump, isolation, combination, warm up, long distance, pace, relay, technique, obstacle, sprinting, hurdle,</p>	<p>I can throw underarm over varying distances and catch a ball with control and accuracy.</p> <p>I can bowl underarm towards a target with control and accuracy.</p> <p>I can throw a ball overarm with control and some accuracy at various heights.</p> <p>I can bowl overarm from standing with control and accuracy.</p> <p>I can hold the bat correctly and hit a moving ball with control.</p> <p>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.</p> <p><b>Key Vocab</b></p> <p>Roll, long barrier method, throw, catch, underarm, overarm, bat, ball, tee, wicket, stumps, bowler, fielder, umpire, out, runs, agility, accuracy, balance, coordination</p>
<p>Music</p>	<p><u>Charanga</u> Let Your Spirit Fly</p> <p><b>Key Vocab</b></p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p><u>Charanga</u> Glockenspiels Christmas music</p> <p><b>Key Vocab</b></p> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>	<p><u>Charanga</u> Three Little Birds</p> <p><b>Key Vocab</b></p> <p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p>	<p><u>Charanga</u> The Dragon Song</p> <p><b>Key Vocab</b></p> <p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p>	<p><u>Charanga</u> Bringing us together</p> <p><b>Key Vocab</b></p> <p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>	<p><u>Charanga</u> Reflect/Rewind/Replay</p>

Listen

Each of these songs has a musical style that I can recognise.  
I have also listened to some Classical music.

Play

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.

Pulse

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.

Improvise

I can improvise with the songs we sang this year.  
In class, we completed the Bronze, Silver and Gold challenges

Compose

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

Computing	Autumn	Spring	Summer					
	<p><b>Online safety Unit 3.2</b></p> <p><b>Weeks – 3</b></p> <p><b>Programs –</b></p> <p>Thinkuknow: Bandrunner Education for a connected world -Projectevolve.co.uk</p> <p>Y3</p> <p>I follow the rules for computer use in my class</p> <p>I know different ways I can get help if I am concerned.</p> <p>I can give examples of when I should ask permission to do something online and explain why</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can explain how my online identity can be different to my offline identity</p> <p>I can use the internet with adult support to communicate with people I know</p> <p>Y4</p> <p>I can say what is acceptable and unacceptable behaviour using technology.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p><b>Coding</b></p> <p><b>Number of Weeks – 6</b></p> <p><b>Main Programs –</b></p> <p>2Code</p> <p>Review previous coding – Year 3, Lesson 1</p> <p>Simulating a physical system – Year 3, Lesson 2</p> <p>Making a timer – Year 4, Lesson 4</p> <p>Debugging – Year 3, Lesson 6</p> <p>Making a control simulation – Year 4, Lesson 5</p> <p>Decomposition and Abstraction – Year 4, Lesson 6</p> <p>Y3</p> <p>I can design a sequence of instructions, including directional instructions.</p> <p>I can write programs that accomplish specific goals.</p> <p>I can work with various forms of input.</p> <p>I can work with various forms of output.</p> <p>Y4</p> <p>I can experiment with variables to control models.</p>	<p><b>Art -Creating digital paintings</b></p> <p>2PaintAPicture</p> <p>Impressionist style</p> <p>Use this format to write about Monet</p> <p><a href="#">Purple Mash by 2Simple</a></p> <p>Taking Photographs</p> <p>Y3</p> <p>I can use a range of software for similar purposes.</p> <p>I can design and create content – text, graphics,</p> <p>I can present information in different ways</p> <p>I can take and transfer digital images</p> <p>I can manipulate and improve digital images.</p> <p>Y4</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p>	<p><b>Science</b></p> <p>Recording ideas about plants using pictures and text:</p> <p>2pub</p> <p>Description</p> <p><a href="#">Purple Mash by 2Simple</a></p> <p>leaflet</p> <p><a href="#">Purple Mash by 2Simple</a></p> <p>Y3</p> <p>I can use a range of software for similar purposes.</p> <p>I can collect information.</p> <p>I can design and create content – text, graphics,</p> <p>I can present information in different ways</p> <p>Y4</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can produce a pod cast or simple video</p>	<p><b>Email</b></p> <p><b>Unit 3.5</b></p> <p>(including <a href="#">Email safety</a>)</p> <p><b>Weeks – 6</b></p> <p><b>Programs –</b> 2Email, 2Connect, 2DIY</p> <p>Y3</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Y4</p> <p>I can say how my behaviour online will affect what people think of me</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p><b>Vocab: communication, email, compose, attachment, formatting</b></p>	<p><b>Branching Databases</b></p> <p><b>Unit 3.6</b></p> <p><b>Weeks – 4</b></p> <p><b>Programs –</b> 2Question</p> <p>Link to Science/ topic</p> <p>Vegetables animals</p> <p>musical instruments</p> <p>Y3</p> <p>I can use a range of software for similar purposes.</p> <p>I can collect information.</p> <p>I can present information in different ways</p> <p>.</p> <p>Y4</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p><b>Vocab: data, database, branching database</b></p>	<p><b>Microsoft word</b></p> <p>1 lesson introduction – Main functions</p> <p>Adding and formatting pictures</p> <p>Applying to coasts and crime and punishment</p> <p>Y3</p> <p>I can use a range of software for similar purposes.</p> <p>I can collect information.</p> <p>I can design and create content – text, graphics, sound, music</p> <p>I can present information in different ways</p> <p>I can take and transfer digital images</p> <p>I can manipulate and improve digital images.</p> <p>Y4</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can create a blog</p> <p><b>Vocab: software, format, import, edit</b></p>	<p><b>Simulations Unit 3.7</b></p> <p><b>Weeks – 3</b></p> <p><b>Programs –</b> 2Simulate, 2Publish</p> <p>Y3</p> <p>I can discern where it is best to use technology and where it adds little or no value.</p> <p>I can use a range of software for similar purposes.</p> <p>Y4</p> <p>I can make an accurate prediction and explain why I believe something will happen</p> <p><b>Vocab: simulation, prediction</b></p>

	<p>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.</p> <p><b>Vocab:</b> Blog, Website, Webpage, Spoof, Username, PEGI rating</p>	<p>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.</p> <p><b>Vocab:</b> Bug, Debug/Debugging, Design, Command, Event, Input</p>	<p><b>Vocab:</b> digital, style, impressionist, image, text, palette, erase</p>	<p><b>Vocab:</b> digital, text, format, import</p>				
<p>PSHE -SCARF</p>	<p><u>Me and my relationships</u></p> <p>1)An email from Harold (Yr4) 2) My special pet (Yr 3) 3) Different feelings (Yr 4) 4) friends are special (Yr 3)</p> <p>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.</p> <p>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.</p> <p><b>Year 3:</b> men, women, unisex, male, female, stereotype, differences, similarities, conflict, solution, problem-solve, internet, social media, online, risky, gaming, safe, unsafe,</p>	<p><u>Valuing difference</u></p> <p>1)Respect and challenge (Yr 3) 2) Let's celebrate our differences (Yr 3) 3) Can you sort it? (Yr 4) 4) That is such a stereotype! (Yr 4)</p> <p>Year 3 I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>Year 4 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.</p> <p><b>Year 3:</b> family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell,</p>	<p><u>Keeping myself safe</u></p> <p>1)Danger, risk or hazard? (Yr 4) 2) Super searcher (Yr 3) 3) Keeping ourselves safe (Yr 4)</p> <p>Year 3 I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p> <p>Year 4 I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including</p>	<p><u>Rights and responsibilities</u></p> <p>1)Who helps us stay healthy and safe? (Yr 4) 2) Safety in numbers (Yr 4) 3) Harold's expenses (Yr 4)</p> <p>Year 3 I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>Year 4 I can explain how a '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 how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	<p><u>Being my best</u></p> <p>1)I am fantastic (Yr 3) 2) Making choices (Yr 4) 3) Derek cooks dinner (Yr 3) 4) Harold's seven R's (Yr 4)</p> <p>Year 3 I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. 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.</p> <p>Year 4 I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p> <p><b>Year 3:</b> oxygen, energy, calories / kilojoules, heartbeat, lungs, heart,</p>	<p><u>Growing and changing</u></p> <p>1)Relationship tree (Yr 3) 2) Body space (Yr 4) 3) My changing body (Yr 3) 4) All change! (Yr 4)</p> <p>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.</p> <p>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.</p>		

Emerald Class 2 Year Overview

	<p>private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrate</p> <p>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</p>	<p>consequences, hurtful, compliment, unique</p> <p>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.</p>	<p>things that could influence me when I am making decisions.</p> <p>Year 3: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support.</p> <p>Year 4: included, excluded, welcome, valued, team,</p>	<p>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</p> <p>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).</p>	<p>fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice</p> <p>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</p>	<p>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</p> <p>Year 4: personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy</p>
<p>MfL</p>	<p><u>Salut</u> Hello How are you? What is your name? Salut</p>	<p><u>Salut</u>  Hello Mrs Monday Colours Let's count up to 20</p>	<p><u>Salut</u>  Heads, shoulders, knees and feet Parts of the body Let's count up to 31</p>			
<p><b>Listening</b></p> <p>Year 3</p> <p>I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. I can recognise some basic French adjectives.</p> <p>Year 4</p> <p>I can pick out familiar words and phrases from spoken sentences.</p>	<p><b>Speaking</b></p> <p>Year 3</p> <p>I can repeat simple words and phrases I can join in with simple songs and rhymes. I can answer questions to give basic information using simple words and phrases. I can say that I don't understand, or ask for a question to be repeated. I can ask for help using polite language I can ask and answer simple questions using short sentences I can repeat some simple sentences from memory. I can say simple words and phrases from memory, with accurate 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. I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately. I can talk about myself using some common verbs in the first person singular form.</p>	<p><b>Reading</b></p> <p>Year 3</p> <p>I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written 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. I can recognise whether nouns are singular or plural.</p> <p>Year 4</p>	<p><b>Writing</b></p> <p>Year 3</p> <p>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.</p> <p>Year 4</p> <p>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.</p>			

Emerald Class 2 Year Overview

<p>I can recognise familiar words and phrases in a spoken story or poem</p> <p>I can identify the gender of a noun from its article in spoken French.</p> <p>I can recognise who is being talked about in a sentence from the pronoun.</p> <p>I can recognise that the structure of some French sentences differs from English.</p>	<p>Year 4</p> <p>I can ask for simple opinions, and give my own, e.g. likes and dislikes</p> <p>I can say several sentences from memory</p> <p>I can say full sentences from memory, with accurate pronunciation, so that others can understand me</p> <p>I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions</p> <p>I can recite a simple finger rhyme or song from memory.</p> <p>I can say a few sentences to describe where I live.</p> <p>I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.</p> <p>I can give short descriptions of other people, including my family and friends.</p> <p>I can use the correct article most of the time to match the gender of the noun.</p> <p>I can use either 'les' or 'des' with plural nouns.</p> <p>I can describe things using simple adjectives.</p> <p>I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.</p>	<p>I can follow and understand a familiar written text, reading and listening at the same time.</p> <p>I can read a simple rhyme, song or story aloud to my class.</p> <p>I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</p> <p>I can use a bilingual dictionary to find the French translation of English words.</p> <p>I can identify the gender of a French noun from its article.</p> <p>I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.</p> <p>I can recognise the first, second and third person singular forms of some common verbs in the present tense.</p> <p>I can recognise common sentence and word order patterns in French.</p>	<p>I can write some phrases and simple sentences from memory.</p> <p>I can complete a written sentence by adding letters, words and phrases.</p> <p>I can write a few simple sentences about myself, including my name and age, from memory.</p> <p>I can write a few simple sentences to describe where I live, from memory.</p> <p>I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.</p> <p>I can write a few simple sentences about other people, including my family and friends, from memory.</p> <p>I can use the correct article most of the time to match the gender of the noun.</p> <p>I can use a model to write sentences in the first person.</p> <p>I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.</p>
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# 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
Topic	<b>Stone Age</b>	<b>Changes in our local environment</b>	<b>Roman Britain (Romans)</b>	<b>South America The Amazon</b>	<b>Vikings</b>	<b>The Americas</b>
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	<b><u>Stone Age Boy</u></b> Narrative  <b><u>Skara Brae</u></b> Non-Fiction (Holiday Brochure)	<b><u>Poetry</u></b> Still I rise by Maya Angelou (Bullying and Racism focus)  <b><u>Non-fiction (Script for a factual tour)</u></b> Once upon a raindrop by James Carter	<b><u>Narrative (Comedy)</u></b> The incredible book eating boy  <b><u>Non-Fiction (Instruction)</u></b> My Strong Mind by Neils Van Hove	<b><u>Narrative (Adventure)</u></b> Journey by Aaron Becker	<b><u>Narrative (Fantasy)</u></b> The Lost Thing by Shaun Tan  <b><u>Non-Fiction (Persuasive Writing)</u></b> Inviting an Author into School letter	<b><u>Narrative (Mystery)</u></b> The Whale by Ethan and Vita Murrow
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	<b><u>Changes in our local Environment (Autumn 2)</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>• name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the UK</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>		<b><u>South America (Spring 2)</u></b> <b><u>The Amazon</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>• extend their knowledge and understanding beyond their local area to include South America</li> <li>• develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>• locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> <li>• Describe and understand key aspects of physical and human geography</li> <li>• Use maps, atlases, globes and digital/ computing mapping to location</li> </ul>		<b><u>The Americas (Summer 2)</u></b>  In this unit, the children will: <ul style="list-style-type: none"> <li>• enhance their locational and place knowledge</li> <li>• focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities</li> <li>• understand geographical similarities and differences through looking at regions in North and South America</li> <li>• begin to associate weather/climate with landscape and environment</li> <li>• use maps, atlases, globes and digital/ computer mapping</li> <li>• learn to use the eight points of a compass</li> </ul> <p><b>Key Vocab</b></p> <p>City, state, country, continent, North America, South America, northern hemisphere, South America, region, Brazil and other South American countries, southern hemisphere, Types of</p>	

	<p><b>Key Vocab</b></p> <p>Continent, country, region, city, county, borough, compass points, British Isles, Great Britain, UK, Sustainability, legacy, region, city, regeneration, Development, physical features, human features – roads, houses, canals, cathedral, city, local area, human and physical features, Enquiry, local area, sustainability, past, present, future</p>		<p><b>Key Vocab</b></p> <p>Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, Weather, climate, seasons, forest, rainforest, Primary and secondary source, human and physical features, city, state, rainforest, Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, Rainforest, deforestation</p>		<p>buildings (e.g. skyscrapers, public buildings, religious buildings), routeways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains), Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)</p>
<p>History</p>	<p><b><u>Stone Age (Autumn 1)</u></b></p> <p>In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. Links will be made to the types of evidence introduced at Key Stage 1, and knowledge and skills will be further developed.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>• construct informed responses that involve the selection of relevant historical information</li> <li>• regularly address historically valid questions about similarity and difference</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods they study.</li> </ul> <p><b>Key Vocab:</b>                  Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial, photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p>		<p><b><u>The Roman Empire (Spring 1)</u></b></p> <p>In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian’s Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. Wherever possible, take opportunities to link to prior learning undertaken in Year 3 Unit 2: The Bronze Age and the Iron Age.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about similarity and difference.</li> </ul> <p><b>Key Vocab</b>                  Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p>		<p><b><u>Vikings (Summer 1)</u></b></p> <p>In this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred’s struggle and victory over the Vikings. Links will also be made to Year 4 Unit 2: Roman Britain.</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods</li> <li>• develop the appropriate use of historical terms</li> <li>• address historically valid questions about cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>• note contrasts and connections over time</li> </ul> <p><b>Key Vocab</b>                  Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p>
<p>Art</p>	<p>Learn about the artist – Kandinsky</p>	<p>The Roman Empire inspired art.                  Sketch profile pictures in the style of those on a Roman coin.                  Design the reverse side of a Roman coin.</p>	<p>Learn about the artist – Paul Klee                  Use water colours and pastels to create art in the style of Paul Klee, developing mastery skills.</p>	<p>Learn about great architects .                  Year 3                  I can show facial expressions in my art.</p>	



<p>Mix colours effectively and use a variety of brushes to produce shapes, textures, patterns and lines.</p> <p>Stone Age- Iron Age inspired art. Cave art paintings, sketch a picture of a Stone Age axe</p> <p>Year 3 I can show facial expressions in my art. I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures. 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.</p> <p>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.</p> <p><b>Key Vocab</b></p> <p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p>	<p>Sketch a picture of the colosseum using pencil to show line, tone and texture</p> <p>Year 3 I can show facial expressions in my art. I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures. I can create a background using a wash. 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Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p> <p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush</p>	<p>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.</p> <p>Year 4  I can show facial expressions and body language in sketches and paintings. 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	<p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush</p>			
<p>D &amp; T</p>	<p><u>Mechanical Systems</u>  <u>Pneumatics</u>  <u>Saber-toothed tiger/Mammoth</u></p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Explored simple mechanisms, such as sliders and levers, and simple structures.</li> <li>• Learnt how materials can be joined to allow movement.</li> <li>• Joined and combined materials using simple tools and techniques.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can generate realistic and appropriate ideas and my own design criteria through discussion, focusing on the needs of the user.</li> <li>• I can use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can order the main stages of making.</li> <li>• I can select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.</li> <li>• I can select from and use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can investigate and analyse books, videos and products with pneumatic mechanisms.</li> <li>• I can evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I can understand and use pneumatic mechanisms.</li> <li>• I know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocab</b></p> <p>components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate</p>	<p><u>South American Stuffed Toy</u>  Based on Amazon Rainforest</p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Have joined fabric in simple ways by gluing and stitching.</li> <li>• Have used simple patterns and templates for marking out.</li> <li>• Have evaluated a range of textile products.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>• I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can plan the main stages of making.</li> <li>• I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>• I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can investigate a range of 3-D textile products relevant to the project.</li> <li>• I can test their product against the original design criteria and with the intended user.</li> <li>• I can take into account others’ views.</li> <li>• I understand how a key event/individual has influenced the development of the chosen product and/or fabric.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• I understand how to securely join two pieces of fabric together.</li> <li>• I understand the need for patterns and seam allowances.</li> <li>• I know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocab</b></p> <p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user,</p>	<p><u>Healthy and Varied Diets</u>  Healthy American food  <u>Healthy Food from around the world</u></p> <p>Healthy and varied diet</p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Know some ways to prepare ingredients safely and hygienically.</li> <li>• Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>.</li> <li>• Have used some equipment and utensils and prepared and combined ingredients to make a product.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• I can select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• I can carry out sensory evaluations of a variety of ingredients and products. I can record the evaluations using e.g. tables and simple graphs.</li> <li>• I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• I know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• I know and use relevant technical and sensory vocabulary appropriately.</li> </ul> <p><b>Key Vocab</b></p>	

			<p>purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p>		<p>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>	
<p>Science</p>	<p><u>Rocks, Soils and Fossils</u>                      -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.                      -Describe in simple terms how fossils are formed when things that have lived are trapped within rock.                      -Recognise that rocks are made from organic matter.</p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b>Key Vocab</b></p> <p>Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone,</p>	<p><u>States of Matter</u>                      - Compare and group materials together, according to whether they are solids, liquids or gases. -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).                      -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<p><u>Animals including Humans</u>                      -Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions.                      -Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> </ul> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p><u>Light and Shadows</u>                      -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.</p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p>Use results to draw simple conclusions, make predictions for new values,</p>	<p><u>Living Things</u>                      -Recognise that living things can be grouped in a variety of ways.                      -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.                      -Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific</li> </ul>	<p><u>The Big Build</u></p> <p><u>Working scientifically skills</u></p> <p>This topic develops the following working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul>

	<p>slate, sandy soil, clay soil, chalky soil, peat</p>	<ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Vocab</b></p> <p>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, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration</p>	<ul style="list-style-type: none"> <li>Reporting 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.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Vocab</b></p> <p>Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain</p>	<p>suggest improvements and raise further questions.</p> <p><b>Key Vocab</b></p> <p>Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent.</p>	<p>language, drawings, labelled diagrams, keys, bar charts and tables.</p> <ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Vocab</b></p> <p>Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).</p>	<ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence to answer questions or support their findings.</li> </ul> <p><b>Key Vocab</b></p> <p>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.</p> <p>Yr4 - Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data.</p>
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<p>RE</p>	<p><b>Beliefs and practices</b> <b>Symbols and actions</b> <b>Sources of wisdom;</b></p> <p><b>Marking festivals, pilgrimage, traditions and key events in life</b> Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. 'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs)?'</p> <p><b>Symbolic expression in prayer and worship</b> Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond</p>	<p><b>Symbols and actions</b> <b>Prayer, worship and reflection;</b> <b>Identity and belonging;</b></p> <p><b>Belonging to a community, individual commitment and religious leadership</b> Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. lifestyle of nuns), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals might bring a community together to expresses its shared commitment (Focus on Christian festivals and any festivals of significance to the class). Inviting a religious leader or through a place of worship visit,</p>	<p><b>Sources of wisdom;</b> <b>Human responsibility and values</b> <b>Justice and fairness;</b> <b>Ultimate questions;</b></p> <p><b>Sacred texts and stories, their guidance and impact</b> Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhavadad Gita, Ramayana and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways. They ask what is golden about the golden rules of faith and belief. Take a deep look into what Christians see as their Golden rule. "So in everything, do to others what you would have them do to you, for this sums up the Law and the</p>
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	<p>words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p> <p><b>Exploring the Trinity at Christmas - Incarnation</b>  <i>(UC 2a.3 What is the Trinity?) Explore what it means that God is the Father, Son and Holy spirit)</i>  <i>What did the Baptism of Jesus by John the Baptist represent? How does Jesus being part of the Holy trinity relate to Christmas?</i></p> <p><b>Key Vocab</b></p> <p>Sikhism, Vaisakhi, Kanda, Sewa, icon, The 5 K's, Kalsa, Trinity, incarnation, cleansing, Christian denominations, supernatural, humanity</p>	<p>pupils learn what makes a religious leader and their impact on followers.</p> <p><b>Communicating through sacred spaces and prayer (Sikhism/Hinduism focus)</b>  Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.</p> <p><b>Exploring Good Friday – Jesus’ death and resurrection</b>  Using UC Salvation 2a.5; Why do Christians call the day Jesus died Good Friday? With potential for focussing on the digging deeper aspect of the module.</p> <p><b>Key Vocab</b></p> <p>Vow, clergy, teachings, preach, puja, Golden temple, Palm Sunday, Jerusalem, triumphant, salvation, resurrection, eternal,</p>	<p><i>Prophets.” <a href="#">Matthew 7:12</a> “Do to others as you would have them do to you.” <a href="#">Luke 6:31</a></i></p> <p><b>Different ideas about God and gods, creation and ultimate questions</b>  Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions.  <i>(UC 2a.1 What do Christians learn from the Creation Story?) Reflection on Digging deeper yr 2)</i></p> <p><b>Taking responsibility for living together, values and respect</b>  Pupils consider their own responsibility for the people around them. How are we all responsible as a class and as a society. Is there anything that we can do that will have a positive impact on others and/or the world. They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas fairness. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good.  <i>(UC 2a.4 Digging Deeper, What kind of world would Jesus want?)</i></p> <p><b>Key Vocab</b>  golden rules, psalms, Trimurti, fall, obedience, debate, Fairness, harmlessness, justice, peace, equality</p>			
<p>PE</p>	<p><b>Fitness</b>  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</p> <p>Year 4</p>	<p><b>Dance</b>  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.</p>	<p><b>Netball</b>  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.</p>	<p><b>Self Defence</b>  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 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</p>	<p><b>Tennis</b>  Year 3  I can move with balance and control when catching a ball.  I can control a ball on my racket when moving.  I can hit a ball using forehand with control.  I can hit a ball using backhand with control.  I can hit a ball into a target with no bounces before the hit.  I can rally when playing 1v1</p>	<p><b>Rounders</b>  Year 3  I can roll the ball with accuracy and control and stop the ball using 2 hands, one hand and a long barrier.  I can throw underarm 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.</p>

	<p>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.</p> <p><b>Key Vocab</b></p> <p>Personal best, footwork, forward, backward, press up, froggy jump, squat, lunge, star jump, lunge, mountain climber, jogging, plank, balance, burpees, fitness</p>	<p>I can dance in canon with a group performing a range of movement patterns.</p> <p>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.</p> <p>Swimming</p> <p><b>Key Vocab</b></p> <p>Energy, focus, control, musicality, extension, projection, rhythm, tempo, canon, choreography, duo/duet, beat, improvise, tempo, unison,</p>	<p>I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.</p> <p>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.</p> <p><b>Key Vocab</b></p> <p>Pass, receive, stride, dodge, mark, shoot, team, pass, space, mark, pivot, agility, accuracy, balance, coordination</p>	<p>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</p> <p><b>Key Vocab</b></p> <p>Stance, zones, straight punch, strike, stretch, high block, elbow strike, palm strike, knee strike, snap kicks, safety, wrist hold, motivation, escape, bear hug</p>	<p>Year 4 I can move in a variety of directions with balance and control when catching the ball. I can/hit bounce a ball when moving. I can hit a ball using forehand with accuracy and control. I can hit a ball using backhand with accuracy and control. I can hit a ball to a target from a variety of distances with no bounce. I can rally 1v1 with some control and accuracy.</p> <p><b>Key Vocab</b></p> <p>Ball, racket, forehand, backhand, accuracy, target, rally, net, agility, accuracy, balance, coordination, control, drop feed,</p>	<p>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.</p> <p>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.</p> <p><b>Key Vocab</b></p> <p>Ball, bat, post, base, umpire, back stop, agility, accuracy, balance, coordination, bowler, batting, fielding, innings, stumped</p>
<p>Music</p>	<p><u>Charanga</u> Mama Mia</p> <p><b>Key Vocab</b></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse,</p>	<p><u>Charanga</u> Glockenspiel Stage 2 Christmas Music</p> <p><b>Key Vocab</b></p>	<p><u>Charanga</u> Stop</p> <p><b>Key Vocab</b></p> <p>Musical style, rapping, lyrics, choreography,</p>	<p><u>Charanga</u> Lean on Me</p> <p><b>Key Vocab</b></p> <p>Unison, by ear, notation, improvise, melody, pitch,</p>	<p><u>Charanga</u> Blackbird</p> <p><b>Key Vocab</b></p> <p>Acoustic guitar, percussion, birdsong, civil rights,</p>	<p><u>Charanga</u> Reflect/Rewind/Replay</p>

<p>rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</p>	<p>digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p>rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p>racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform &amp; Share melody, solo</p>				
<p><u>Listen</u> Each of these songs has a musical style that I can recognise. I have also listened to some Classical music.</p> <p><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.</p> <p><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.</p> <p><u>Improvise</u> I can improvise with the songs we sang this year. In class, we completed the Bronze, Silver and Gold challenges</p> <p><u>Compose</u> I composed a simple melody with some of the songs we sang this year.</p>								
<p><b>Autumn</b></p>		<p><b>Spring</b></p>			<p><b>Summer</b></p>			
<p><b>Computing</b></p> <p><b>Online safety</b> Unit 4.2 Weeks – 4 Plus Thinkuknow &amp; Education for a connected world - 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 technology.</p>	<p><b>Coding</b> <b>Number of Weeks – 6</b> <b>2Code</b> Review previous coding, Y4, lesson 1 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 that takes them from A to B.</p>	<p><b>Spreadsheets</b> <b>Unit 4.3</b> <b>Weeks – 6</b> 2Calculate  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. I can collect and present data.</p>	<p><b>Effective Search</b> <b>Unit 4.7</b> <b>Weeks – 3</b> Searching for information and assessing reliability - Find information about the Amazon &amp; 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 Y4</p>	<p><b>Logo</b> <b>Unit 4.5</b> <b>Weeks 4</b> <b>Program:</b> 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 instructions that</p>	<p><b>Writing for different audiences</b> <b>Unit 4.4</b>  <b>Font size and layout</b> <b>Week – 1</b> <b>skills</b>  <b>Produce a newspaper report</b> on the raid on Lindisfarne  Y3 I can use a range of software for similar purposes. I can collect information in different ways</p>	<p><b>Applying knowledge</b> <b>Link to Science</b>  <b>Create a Mind maps and graphs about living things</b> 2connect 2graph  Y3 I can use a range of software for similar purposes. I can collect information and create content – text, graphics, sound I can present information in different ways. Y4</p>	<p><b>Animation</b> <b>Unit 4.6</b> <b>Weeks – 3</b> <b>Programs –</b> 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 ways . Y4</p>	<p><b>Hardware Investigators</b> <b>Unit 4.8</b> <b>Weeks – 2</b>  Y3 I can name the parts of a computer Y4 I can select and use software to accomplish given goals.  <b>Vocab:</b> peripherals, components, attached, internal, external, motherboard, monitor, memory, graphics, network</p>

	<p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>I can say how my behaviour online will affect what people think of me</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p><b>Vocab:</b> Digital footprint, copyright, computer virus, cookies, identity theft, malware, phishing, email, spam.</p>	<p>I can make an accurate prediction and explain why I believe something will happen (linked to programming).</p> <p>I can de-bug a program.</p> <p><b>Vocab:</b> Bug, Debug, Debugging, action, code, control, Design, Command</p>	<p><b>Vocab:</b> average, copy and paste, cells, columns,rows, vertical, horizontal, formula wizard</p>	<p>I can analyse information and say if it seems untrue or inaccurate</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy</p> <p><b>Vocab:</b> Easter egg, internet, global, browser, application, search engine, spoof website, hoax, domain name</p>	<p>takes them from A to B.</p> <p>I can make an accurate prediction and explain why I believe something will happen (linked to programming).</p> <p>I can de-bug a program</p> <p><b>Vocab:</b> language. Structure, function, repeat</p>	<p>Y4</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present information</p> <p><b>Vocab:</b> Font, layout, format, audience</p>	<p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can create a blog or add to a web page</p> <p><b>Vocab:</b> Connections, node, drag, hover, link, edit</p>	<p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p><b>Vocab:</b> animation, flipbook, frame, onion skinning, background, animated, impression</p>	
<p>PSHE - SCARF</p>	<p><u>Me and my relationships</u></p> <p>1)As a rule (Yr 3) 2) Ok or not ok- part 1 (Yr 4) 3) Looking after our special people (Yr 3) 4) Under pressure (Yr 4)</p> <p>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.</p> <p>Year 4 I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p><b>Year 3:</b> men, women, unisex, male, female, stereotype, differences, similarities, conflict, solution, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, private messaging (pm), direct messaging (dm), hardship, appreciation, gratitude, celebrate</p>	<p><u>Valuing difference</u></p> <p>1)Family and friends (Yr 3) 2) My community (Yr 3) 3) What would I do? (Yr 4) 4) The people we share our world with (Yr 4)</p> <p>Year 3 I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>Year 4 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.</p> <p><b>Year 3:</b> family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, unique</p>	<p><u>Keeping myself safe</u></p> <p>1)Safe or unsafe? (Yr 3) 2) Know the norms (Yr 4) 3) Alcohol and cigarettes: the facts (Yr 3)</p> <p>Year 4 I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p><u>Rights and responsibilities</u></p> <p>1)Our helpful volunteers (Yr 3) 2) Can Harold afford it? (Yr 3) 3) Why pay taxes? (Yr 4)</p> <p>Year 3 I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>Year 4 I can explain how a '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 how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p>	<p><u>Being my best</u></p> <p>1)What makes me ME! (Yr 4) 2) Getting on with your nerves (Yr 3) 3) My school community (Yr 4) 4) Basic first aid (Yr 4)</p> <p>Year 3 I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. 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.</p> <p>Year 4 I can give a few examples of different things that I do already that help to me keep healthy.</p>	<p><u>Growing and changing</u></p> <p>1)Relationship tree (Yr 3) 2) Body space (Yr 4) 3) My changing body (Yr 3) 4) All change! (Yr 4)</p> <p>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.</p> <p>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</p>			



	<p>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</p>	<p>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.</p>	<p>Year 3: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support.</p> <p>Year 4: included, excluded, welcome, valued, team,</p>	<p>I can give examples of these decisions and how they might relate to me.</p> <p>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</p> <p>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).</p>	<p>I can give different examples of some of the things that I do already to help look after my environment.</p> <p>Year 3: oxygen, energy, calories / kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice</p> <p>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</p>	<p>these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p> <p>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</p> <p>Year 4: personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy</p>
<p>MfL</p>	<p><u>Salut</u></p> <p>How old are you? My family My fantastic family</p>		<p><u>Salut</u></p> <p>Countries I like... Nicolas the monster</p>		<p><u>Salut</u></p> <p>Clothes Months Genevieve's birthday</p>	
<p><b>Listening</b></p> <p>Year 3</p> <p>I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item I can recognise negatives.</p>		<p><b>Speaking</b></p> <p>Year 3</p> <p>I can repeat simple words and phrases I can join in with simple songs and rhymes. I can answer questions to give basic information using simple words and phrases. I can say that I don't understand, or ask for a question to be repeated. I can ask for help using polite language I can ask and answer simple questions using short sentences I can repeat some simple sentences from memory.</p>		<p><b>Reading</b></p> <p>Year 3</p> <p>I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written 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.</p>		<p><b>Writing</b></p> <p>Year 3</p> <p>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.</p> <p>Year 4</p> <p>I can write responses to spoken language using short phrases and simple sentences</p>

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<p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. I can recognise some basic French adjectives.</p> <p>Year 4</p> <p>I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English.</p>	<p>I can say simple words and phrases from memory, with accurate 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. I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately. I can talk about myself using some common verbs in the first person singular form.</p> <p>Year 4</p> <p>I can ask for simple opinions, and give my own, e.g. likes and dislikes I can say several sentences from memory I can say full sentences from memory, with accurate pronunciation, so that others can understand me I can prepare and present a set of simple instructions 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.</p>	<p>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. I can recognise whether nouns are singular or plural.</p> <p>Year 4</p> <p>I can follow and understand a familiar written text, reading and listening at the same time. I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can recognise common sentence and word order patterns in French.</p>	<p>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. 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'.</p>
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