

National Curriculum, Skills Components and Sticky Knowledge Coverage

Spring Term	
History	<p>NC objectives: - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Skills Components: Year 3 Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic (e.g. mummified) Year 4 Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources. Generate purposeful questions. Question why something happened and how it impacted people long term Language specific to topic (e.g. mummified)</p> <p>Sticky knowledge: Hieroglyphs are the Egyptian system for writing that uses pictures and symbols. Pharaohs were rulers of Ancient Egypt. The Ancient Egyptians had lots of different gods and goddesses. Egyptian people mummified their dead. Egyptian people believed that once a person died, they moved onto the afterlife.</p>
Geography	<p>NC objectives:</p> <ul style="list-style-type: none"> - Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - name and locate counties and cities of the United Kingdom, 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. - ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Components: Year 3 Know different types of settlement. Know where food comes from (trade routes). Year 4 Study rivers, mountains, volcanoes, earthquakes and natural disasters. (River Nile Compare to Tamar River, Thames etc.). Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers). Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world.</p> <p>Sticky knowledge: The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.</p>
Science	<p>NC objectives: Year 3 ♣ recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.</p> <p>Year 4</p>

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

Components:

Year 3

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Find patterns in the way that the size of shadows change

Year 4

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors

Sticky knowledge:

A light source is an object that makes its own light.

Surfaces that reflect light best are smooth, shiny and flat.

A shadow appears when light is blocked by an opaque object.

Opaque – an object that will not let any light pass through it.

Transparent – lets light travel through it easily so you can see through it.

Translucent – lets some light through it but we can't see through it properly.

Lightning and static electricity are examples of electricity occurring naturally but for us to use electricity to power appliances, we need to make it.

Electricity can only flow around a complete circuit that has no gaps. There must be wires connected to both the positive and negative end of the power supply/battery

Switches can be used to open or close a circuit. When off, a switch 'breaks' the circuit to stop the flow of electricity. When on, a switch 'completes' the circuit and allows the electricity to flow.

A conductor of electricity is a material that will allow electricity to flow through it. Metals are good conductors. Materials that are electrical insulators do not allow electricity to flow through them.

Wood, plastic and glass are good insulators.

RE

Cornwall Agreed Syllabus 2020 - 2024:

L2.3 What is the 'Trinity' and why is it important for Christians?

Make sense of belief:

- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today

	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. <p>Components: Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives. Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media. Ask important questions about life and compare their ideas with those of other people.</p> <p>L2.7 What do Hindu's believe God is like?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Components: Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives. Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning. Compare their own understanding of belonging with that of someone else's. Identify similarities and differences. Ask important questions about life and compare their ideas with those of other people. Link things that are important to them and other people with the way they think and behave.</p>
Music	<p>NC objectives:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. <p>New Model Music curriculum (non-statutory)</p> <p>Singing</p> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <p>Composing Improvise</p> <ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). <p>Performing:</p> <ul style="list-style-type: none"> Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

	<p>Reading Notation:</p> <ul style="list-style-type: none"> • Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. <p>Indicative musical features Rhythm, Metre and Tempo: Downbeats, fast (allegro), slow (adagio), pulse, beat Pitch and Melody: High, low, rising, falling; pitch range do–so Structure and Form Call and response; question phrase, answer phrase, echo, ostinato</p> <p>Listening Piece Land of the Pharaohs Derek and Brandon Fiechter</p> <p>Skills Components:</p> <p>Year 3 Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) . Compose and perform simple melodies (limited notes). Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances Use musical dimensions together to compose music Introduce simple notation (crotchet, quaver).</p> <p>Year 4 Sing in tune, breathe well, and pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes. Compose and perform melodies using three or four notes Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>
Art and Design	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ☑ about great artists, architects and designers in history.

	<p>Components: PAINTING AND PRINTING</p> <p>Ancient Egyptian artefacts and design Tomb paintings Observational drawings leading to creating a decorative piece e.g. cartouche, pharaoh or god portrait, sarcophagus.</p> <p>Year 3 Different pencils for different purpose and effects. Combine materials and give reasons for choices Respond to the work of others and say how it makes them feel or think and give reasons as to why. Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition. Decoration techniques such as embossing, engraving and imprinting. Draw outlines with reference to size and shape Begin to research great artists and designers through time. Begin to include elements of other artists work in their own. Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own</p> <p>Year 4 Begin to experiment with different tools for line drawing. Introduce tints and stains to paint work. Talk about their intention and how they wanted their audience to feel or think. Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning. Mixing tertiary colours (browns, neutrals, flesh.) Build up painting techniques (resist work, layering, and scraping.) Use pencils and penwork to create tone and shade and intricate marks when drawing. Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences. Begin to critique their own and others' work alongside set criteria</p>
Design and Technology	<p>NC objectives: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

	<p>Components: Packaging a delicate artefact KS2-Structures STEM</p> <p>This unit looks at packaging, its design and uses, with children asked to design and make packaging for an artefact. It allows time for children to explore what packaging is and the requirements of different types of packages. It also let them practise skills including drawing, folding, scoring and cutting.</p> <ul style="list-style-type: none"> * Look at different types of packaging. * Consider the need for packaging. * Look at the packaging when it is folded out into a flat sheet. * Design and make a package for an artefact using a cut and folded flat sheet of card. * Add surface decoration to their packaging. * Evaluate their design. <p>Year 3 Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. Explore and analyse existing products. Consider why products are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work. Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together.</p> <p>Year 4 Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use, using the design criteria. Know and choose which equipment is used for cutting, shaping joining and finishing. Explore and analyse existing products against a set of criteria. Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work based on how effective the product is. Explore how to make structures stronger, stiffer and more stable using a variety of materials. Explore and different ways of joining things together (both moving joints and fixed joints).</p>
Computing	<p>NC objectives:</p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Components: Teach computing - Connecting computers (Y3) Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>Teach computing – The Internet (Year 4) Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>
PE	<p>NC Objectives: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>Components: Netball/Football/Hockey Year 3 Use a range of throwing techniques Develop fielding and possession skills. Begin to apply tactics and rules in a game Ask and answer questions to suggest reasons/improvements/ changes Year 4 Throw with accuracy to hit a target Apply and explain rules and tactics of a variety of games. Suggest improvements; support others Keep and control the possession of a ball. Field with control.</p> <p>Dance Year 3 Refine movements to create a basic dance sequence to match a purpose. Movements begin to show fluidity. Change speed and level within a performance Give feedback. Suggest next steps to peers Year 4 Refine movements to create a more complex sequence to match a purpose. Movements are clear and fluent. Suggest new ways of working/ask and answer questions to reflect</p>
<p>PSHE</p>	<p>What makes a good friend? Identify the qualities of a good friend (on/ offline) Describe the effects of loneliness and how to support ourselves and others Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively Describe how to get support</p> <p>Respecting Others Explain what respect means Explain how to show respect in a debate Understand that there are limits to having freedom of opinion and speech Understand that we can disagree with an opinion but still respect someone</p> <p>Resolving Conflict and managing negative pressure Identify how friendships supports our wellbeing Identify some tools to build good friendships Explain how to manage and resolve conflict Explain when and how to get support Identify what peer pressure is</p> <p>Everyday safety and basic first aid Learn and practise how to keep yourself and others safe Learn how to care for yourself and others Learn how to safely get help in an emergency, including calling 999</p> <p>Fire Safety – visit from the fire brigade</p>
	<p>Components: Year 3 Recognise what I am good at and set goals. Describe my feelings Recognise conflicting feelings and manage them. Recognise feelings in others. Respond to how others are feeling. Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.</p>

	<p>Follow basic emergency procedures.</p> <p>Year 4</p> <p>Explain when I should not agree to keep something confidential or a secret. Recognise and manage dares.</p> <p>Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns. Recognise and care about other people’s feelings and respect, and constructively challenge if necessary, their points of view.</p> <p>Develop strategies to solve disputes and conflict through negation and appropriate compromise. Begin to give rich and constructive feedback.</p>
Languages	<p>NC objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing Languages • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Components:</p> <p>Getting to Know You All About Me (see progression map)</p>