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| **TRENCROM CLASS**  **Year 3/4**  **Year B** | | | |
| **Term** | **Autumn – Ancient Maya** | **Spring – Earth Matters** | **Summer – Stone Age to Iron Age** |
| Overview | In this topic we will explore the world of the Maya civilisation, including their ways of life, culture and traditions. We will look at how the Maya built cities and used the land to grow crops. We will explore Mayan religion, as well as the myths and legends told from this era.  We will discover the impact the Maya had on our modern world, including the Mayan number system, Mayan calendar, cookery and ingredients, and pastimes, such as the invention basketball.  We shall learn the importance and history of maize and chocolate and how it was traded.  We shall bring our learning together with a Maya festival in class. We shall design and create our own Maya food, to eat, while wearing our Maya masks and eating from (laminated) weaved mats that we shall create in art.  Science shall be taught separately and will focus on forces and magnets. | This topic will have a particular focus on geography and the power of nature, including volcanoes, earthquakes and natural disasters. We shall look at natural disasters in history, particularly the eruption of Mount Vesuvius in Pompeii. We shall find out how the earth is made up and the reasons for natural disasters and their cause. We shall look at architecture and design and make our own earthquake resistant structure.  There will also be an environmental focus on climate change and the impact of humans on our world. In art, Children will explore the work of other artists and then create a sculpture made from changing materials that would have been thrown away.  We shall end the unit with our own beach clean – Our way to improve the world.  Science will be taught separately and will focus on flowering plants and classifying living things. We shall look at the impact of environmental issues on natural habitats. | In this topic we will discover how and why people came to settle in Britain. We will learn about how the people in the Stone Age lived, their traditions, religious and cultural practices. There will be a particular focus on how this way of life began to change over time with the development of tools, building techniques and trade routes.  We shall look at places of historic interest that teach us about life in these times including, Stonehenge, Skara Brae and visit local iron age settlements.  In art, children will develop drawings of animals and nature using a ‘prehistoric palette and tools. They will create their own cave art using textured grounds and homemade pigments.  In DT, children will explore how heavy rocks were transported in the stone age and design and make a vehicle that could have helped stone age people, after closely investigating wheels and axels.  Science topics will be rocks and states of matter and will be taught separately but will link to stone age materials and fossils.We shall study Mary Anning in more detail with a TfW unit on Stone Girl, Bone Girl. |
| Prior Learning to support Long term memory | Strong links to year 1/2 topic ‘Down in the Jungle’.  Year 1/2 voyage of mystery – weather, climate and culture | Link to previous work on rainforests and environmental issues. Year 1/2 unit into the woods looking at habitats and local environments and looking after our planet.  Year 1/2 castles and coasts – looking at seaside environments and keeping it clean and safe | Links from Year 1/2 unit – dinousaurs and discovery and Mary Anning study |
| Topic Question | What can we learn from the Maya civilisation? | Nature vs Humans – what can we do to protect our wonderful world? | How did daily life change from the Stone Age to the Iron Age? |
| Topic Launch | Wow day - Hot chocolate making – recipe writing  Cold task – Tell me everything you know about the Maya  Kahoot quiz | Wow day – Creating model volcanoes with exploding ‘lava’  Cold task – Tell me everything you know about natural disasters and climate change  Kahoot quiz | Wow day – Stone Age dress up day - making Stone Age weapons using soap carving.  Cold task – Tell me everything you know about the Stone Age and Iron Age.  Kahoot quiz |
| Memory Facts to retain (Long term memory) | Understanding of the position of the Maya on the timeline  Everyday life/ practices  Religion – worship of many gods  Development of civilisation – building of cities  Influence of the Maya on modern life – cookery, games (basketball), Mayan number and calendar system | Structure of a volcano and how it erupts  What causes earthquakes to occur  Structure and journey of rivers  Formation of mountains  The environmental impact of humans on our planet | Understanding of the timeline from Stone Age to Iron Age  Everyday life/ practices  Religion  Changes in daily life – development of tools, building techniques, hunting and farming practices  Use of Stone Age cave paintings as a historical resource |
| Linked texts | **Fiction:**  The Chocolate Tree: A Mayan Folktale Linda Lowery,  The Great Kapok Tree Lynne Cherry,  The Hero Twins: Against the Lords of Death (A Mayan Myth) Dan Jolley and David Witt,  Rain Player David Wisniewski,  Mayan Creation Story.  **Nonfiction:**  Avoid being a Mayan Soothsayer (Danger Zone) Rupert Matthews,  The History Detective Investigates: Mayan Civilization Clare Hibbert  **Poetry:**  Journey to the Jungle  The Sound collector by Roger McGough (innovate for a mayan temple).  Chocolate – Michael Rosen  **film unit** - Day of the Dead – Dia de los Muertas | **Fiction:**  The Firework Makers Daughter – Philip Pullman  Dear Greenpeace by Simon James  Here We Are – Oliver Jeffers  Window by Jeannie Baker  Tidy by Emily Gravett  The Lumberjack’s Beard by Duncan Beedie  Escape From Pompeii  **Nonfiction:**  Factfiles  **Poetry:**  Volcano Wakes Up –Lisa Westberg Peters  ‘Be the change- poems to help you save the world.’ Roger Stevens  Where do the zebras go? Sue Hardy-Dawson,  Earthways Earthwise: Poems on Conservation by Judith Nicholls  **Film unit** – The windmill Farmer. | **Fiction:**  Stone Age Boy by Satoshi Kitamura  Stig of the Dump by Clive King  The Wild Girl – Christopher Wormell.  The Wild Way Home  Stone Girl, Bone Girl  **Nonfiction:**  How to Wash a Woolly Mammoth  **Poetry**:  Blue John Berlie Doherty  **Film unit** – Stone Age Boy. |
| English Text Types | Stories from other cultures The Kapok Tree  Performance poetry  Instructions  Image poems  Syllabic poems | Stories about imaginary worlds – Why the sky is so high  Non-chronological reports  Persuasive writing – arguments/debate  Persuasive writing - Letter writing | Myths and legends  Fairy stories and playscripts  Nonsense poems  Recount |
| Linked person of study | Frederick Catherwood  Percy Fawcett | Greta Thunberg | Mary Anning |
| Topic box | Mayan number display  Mayan calendar display  Picture of Mayan gods  Map of Central/South America  Photos of Mayan city ruins | Photographs of natural disasters  Information posters about rivers and mountains  Diagram of a volcano | Pictures of Stone/Iron Age ruins  Examples of Stone Age dwellings  Stone Age to Iron Age timeline  Illustrations of Stone/ Iron Age people  Photos of cave paintings |
| Trip | Eden project | Visit from local environmental groups – Surfers Against Sewage, Cool Earth, Beach Guardians  Eden Project | Royal Cornwall Museum – Stone Age to Iron Age workshop  Kresen Kernow – Prehistoric Cornwall workshop  Carn Euny/Chysauceter village – Iron age settlements |
| Topic Finale | Cooking workshop – making fajitas with guacamole | Beach clean | Creating Stone Age jewellery using clay and weapon carving using soap. |
| Outdoor Learning Opportunities | Learning to play Mayan basketball | Visit to a local beach – beach clean | Cave painting – using pirate ship as a cave |
| Aspirations and Hopes | Careers and professions linked to topic: Explorer, traveller, travel vlog/blogger, archaeologist, historian, chef, dietician | Careers and professions linked to topic: Environmentalist, scientist, physicist, traveller, travel vlog/blogger | Careers and professions linked to topic: Historian, archaeologist, anthropologist, Jewellery designer, |
| History | **NC objectives:**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| **NC objectives:**  - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | **NC objectives:** | **NC objectives:**  - changes in Britain from the Stone Age to the Iron Age |
| **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  **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 | **Components:**  Revisit previous taught skills components but linked to topic.  Natural disasters including: Hurricane Katrina, Boxing day Tsunami, Pompeii, New Zealand Christchurch earthquake.  **Year 3**  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.  Generate purposeful questions  Question why something happened and how it impacted people long term.  Language specific to topic (e.g. mummified) | **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  **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 |
|  | **Sticky knowledge:**  The Maya civilisation began around 2000 BC.  Maize was a very important crop that formed up to 80% of the Maya people’s diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.  The Maya had their own writing and number system.  The Maya believed in and worshipped a number of different gods. | **Sticky knowledge:**  Name and talk about some natural disasters that have occurred in history. | **Sticky knowledge:**  Stone Age – When the first humans began to live in Europe. They used stones as tools.  Bronze Age - In this era, metals were used to make hunting tools. Humans also began to farm land.  Iron Age - Humans now used iron to make tools, and farmed land instead of hunting. They lived in communities.  Skara Brae is an archaeological site in Orkney, Scotland. -It is a Stone Age village. -There are 8 houses made of stone. -It is famous because it has been well preserved and has taught us a lot about life in the Stone Age.  -Stonehenge is a famous monument located in Wiltshire, England. -It is a circle of very large stones standing upright. -It was built in the Stone Age. -Nobody knows why it exists. Some believe it was built to learn about the movements of the sun and moon. Some believe it was a burial mound. |
| Geography | **NC objectives:**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | |
| **NC objectives:**  - 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  - identify the position and significance of latitude, longitude, 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)  - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  - 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 | **NC objectives:**   * 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 * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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. | **NC objectives:**  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 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. |
| **Components:**  **Year 3**  Know where food comes from (trade routes).  Use aerial photographs.  **Year 4**  Locate on a map, human and physical characteristics of Europe (including Russia) and the wider world.  Study geographical similarities and differences between countries in Europe and the wider world.  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world. | **Components:**  **Year 3**  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.  Use aerial photographs.  Use fieldwork to support studies  **Year 4**  Locate on a map, human and physical characteristics of Europe (including Russia) and the wider world.  Study rivers, mountains, volcanoes earthquakes and natural disasters.  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe.  Use fieldwork to support studies. | **Components:**  **Year 3**  Know different types of settlement.  Know where food comes from (trade routes).  Use aerial photographs.  Use fieldwork to support studies.  **Year 4**  Use fieldwork to support studies. |
|  | **Sticky knowledge:**  The Maya civilisation happened in central America.  I can find central America on a map.  Much of the Maya landscape was rainforest.  Maize was a very important crop that formed up to 80% of the Maya people’s diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money. | **Sticky knowledge:**  Know the 4 layers of the earth – inner core, outer core, mantel and crust.  The earth’s crust is made up of large areas called tectonic plates that join together.  Volcanoes are made when pressure builds up inside the earth. This affects the earth’s crust causing magma to sometimes erupt through it.  Earthquakes are caused when the earth’s tectonic plates suddenly move.  A tsunami is a giant wave caused by a huge earthquake under the ocean. | **Sticky knowledge:**  Early people began as hunters but as they developed skills, weapons and knowledge, they became farmers and began to settle.  Hillforts are early settlements. |
| Science | **NC objectives:**  **Year 3**  compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing. | **NC objectives:**  **Year 3**  ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  **Year 4**  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. | **NC objectives:**  **Year 3**  compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter.  **Year 4**  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. |
| **Components:**  Compare how things move on different surfaces  Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Observe how magnets attract or repel each other and attract some materials and not others  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Describe magnets as having 2 poles  Predict whether 2 magnets will attract or repel each other, depending on which poles are facing | **Components:**  **Year 3**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  **Year 4**  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 | **Components:**  **Year 3**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter  **Year 4**  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 (Geog. link) and associate the rate of evaporation with temperature |
|  | **Sticky knowledge:**  A force is a push or a pull.  Different surfaces create different amounts of friction, depending of the roughness of the furface and the force between them.  Forces can make things, move, speed up, slow down or stop.  An object is magnetic if it is attracted to a magnet.  Like poles attract.  Opposite poles repel. | **Sticky knowledge:**  Name parts of a plant.  Explain what plants need to grow.  Explain how water moves through a plant.  Explain the life cycle of a plant  MRS GREN  An environment contains many habitats and these include areas where there are both living and non-living things  Animals can be grouped in many ways, including, vertebrates, invertebrates, mammal, amphibian, reptile, bird etc. | **Sticky knowledge:**  Some rocks are natural, some are man-made.  There are 3 types of rock, igeiuos, sedimentary and metamorphic.  Explore how fossils are formed.  Particles in a solid are close together and cannot move. They can only vibrate. Particles in a liquid are close together but can move around each other easily. Particles in a gas are spread out and can move around very quickly in all directions.  When water and other liquids reach a certain temperature, they change state into a solid or a gas. The temperatures that these changes happen at are called the boiling, melting or freezing point.  Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.  Condensation is when water vapour is cooled down and turns into water. You can see this when droplets of water form on a window. The water vapour in the air cools when it touches the Condensation cold surface. |
| RE | Cornwall Agreed Syllabus 2020 - 2025:  **L2.1 What do Christians learn from the Creation Story?**  Make sense of belief:  • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’  • Make clear links between Genesis 1 and what Christians believe about God and Creation  • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world  Understand the impact:  • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways)  • Describe how and why Christians might pray to God, say sorry and ask for forgiveness  Make connections:  • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. | Cornwall Agreed Syllabus:  **L2.9 How do festivals and worship show what matters to a Muslim?**  Make sense of belief:  • Identify some beliefs about God in Islam, expressed in Surah 1  • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)  Understand the impact:  • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.  • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)  Make connections:  • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims  • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | Cornwall Agreed Syllabus:  **L2.4 What kind of world did Jesus want?**  Make sense of belief:  • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus  • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’  • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian  Understand the impact:  • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways  Make connections:  • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. |
| **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Describe and begin to make links between some of the things that are the same and different for religious people.  Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.  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.  **Year 4**  Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.  Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. | **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Describe and begin to make links between some of the things that are the same and different for religious people.  Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.  Link things that are important to them and other people with the way they think and behave  **Year 4**  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.  Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.  Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. | **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.  Link things that are important to them and other people with the way they think and behave  **Year 4**  Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers’ lives.  Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.  Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.  Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. |
| **L2.2 What is it like for someone to follow God?**  Make sense of belief:  • Make clear links between the story of Noah and the idea of covenant  Understand the impact:  • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony  Make connections:  • Make links between the story of Noah and how we live in school and the wider world.  **1.6 Who is a Muslim and how do they live? (Introduction sessions) (This can be removed once Agreed syllabus is embedded)**  Make sense of belief:  • Recognise the words of the Shahadah and that it is very important for Muslims  • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean  • Give examples of how stories about the Prophet show what Muslims believe about Muhammad  Understand the impact:  • Give examples of how Muslims use the Shahadah to show what matters to them  • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action  Make connections:  • Think, talk about and ask questions about Muslim beliefs and ways of living  • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas  • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. | **1.7 (Introduction sessions) Who is Jewish and how do they live?**  Make sense of belief:  • Recognise the words of the Shema as a Jewish prayer  • Retell simply some stories used in Jewish celebrations (e.g. Chanukah)  • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like  Understand the impact:  • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)  • Make links between Jewish ideas of God found in the stories and how people live  • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)  Make connections:  • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas  • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.  **L2.10 How do festivals and family life show what matters to Jewish people?**  Make sense of belief:  • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean  • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people  • Offer informed suggestions about the meaning of the Exodus story for Jews today  Understand the impact:  • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)  • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities  Make connections:  • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future  • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. | **L2.12 How and why do people try to make the world a better place?**  Make sense of belief:  • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)  • Make links between religious beliefs and teachings and why people try to live and make the world a better place  Understand the impact:  • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)  • Describe some examples of how people try to live (e.g. individuals and organisations)  • Identify some differences in how people put their beliefs into action  Make connections:  • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better  • Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas  • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. |
|  | **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Describe and begin to make links between some of the things that are the same and different for religious people.  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.  **Year 4**  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.  Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people. | **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Describe and begin to make links between some of the things that are the same and different for religious people.  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.  **Year 4**  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.  Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.  Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. | **Components:**  **Year 3**  Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.  Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.  Link things that are important to them and other people with the way they think and behave  **Year 4**  Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers’ lives.  Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.  Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. |
| RSHE | **World of work**  Identify my strengths and goals  Identify different career paths  Explore factors that influence job decisions (stereotypes, family, values, money)  Explain key skills that will help me get a job  Identify a range of different education and training opportunities  **Spending and Saving Money**  Identify different types of money  Explain where money comes from  Identify different ways that people choose to use their money (including savings)  Identify the difference between needing and wanting to spend money  Explain how to keep money safe  **Road Safety**  Identify and model the ‘Stop, Look, Listen, Think’ sequence  Recognise safer places to cross the road  Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport  Understand risk and the effect of risky behaviour  Identify the strategy of ‘Stop and Think’ to cope with dangerous situations caused by others  **Individual and Collective Strengths**  Identify what skills are needed to work with others in a team  Understand that everyone brings different strengths to working in a team  Recognise what they are good at when working in a team  Firework Safety | **Physical Activity**  Explain the benefits of physical activity on our body and mind  Identify the recommendations of regular physical activity for their age group  Explain how physical activity makes our bodies feel  Describe why exercise makes us feel good  **Drugs**  Identify that some drugs are legal and some are illegal  Have a basic understanding of the health risks of legal drugs  Have a basic understanding of the dangers of illegal drugs  Be aware of the reasons that some people may choose to use legal drugs  Be aware that they can always ask for help and who to ask for support  **The Internet and everyday life**  Describe how someone might feel if people are always on their devices  Evaluate how much time they spend on my digital devices  Identify the benefits of taking time to disconnect from digital devices  **Everyday Feelings**  Identify that feelings/emotions are part of a person’s health and wellbeing  Recognise that feelings usually change throughout the day  Give examples of everyday things that can affect feelings  Describe what can help people to feel good/better | **Expressing Feelings**  Name a wide range of feelings and emotions  Match feelings to a scale of intensity and identify strong feelings  Describe different feelings and how they are experienced in the body  Recognise why it is important for people to express their feelings  **Strategies to support positive mental wellbeing**  Recognise that mental health is as important as physical health  Understand that everyone experiences ups and downs in their mental health  Identify key strategies and techniques to support positive mental wellbeing  Know where to go for help if they or a friend is feeling unhappy  **Sun Safety**  Explain what ultraviolet or UV light is  Explain how our skin can be damaged by UV light  Explain how we can keep skin safe and healthy with some simple measures  Explain how sunblock or sunscreen can protect our skin |
|  | **Components:**  **Year 3**  Develop enterprise skills.  Follow school rules about health and safety.  Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.  **Year 4**  Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans  Keep safe in my local area  Develop strategies to solve disputes and conflict through negation and appropriate compromise. | **Components:**  **Year 3**  Identify habits and why they can be hard to change.  Recognise feelings in others. Respond to how others are feeling.  Discuss and debate health and wellbeing issues.  **Year 4**  Keep myself safe around commonly available substances and drugs  Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.  Keep safe in my local area and online. Protect my personal information.  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 | **Components:**  **Year 3**  Describe my feelings. Recognise conflicting feelings and manage them.  Recognise feelings in others. Respond to how others are feeling.  Recognise discrimination, teasing, bullying and aggressive behaviours. Get help if I experience or witness teasing or bullying.  Follow school rules about health and safety  Find people to help me stay healthy and safe.  **Year 4**  Keep safe in my local area and online  Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.  Explain when I should not agree to keep something confidential or a secret. Recognise and manage dares.  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 |
| Music | **NC objectives:**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | | |
| **NC objectives:**  - 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. | **NC objectives:**  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. | **NC objectives:**  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. |
| **Components:**  Stop! – Grime Year 4 Unit 3  Ukelele  Listen & Appraise: Stop! (Grime)  Play and copy back using up to 2 notes – C + D.  Compose your own rapped lyrics about bullying or another topic or theme that you decide.  Reflection  Perform & Share | **Components:**  Bringing Us Together – Disco. Year 3 Unit 5.  Listen and Appraise: Bringing Us Together (Disco)  Find the pulse as you are listening  Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story?  Play and copy back using up to 3 notes – C + A + G  Play instrumental parts with the song by ear and/or from notation using the easy or medium part.  Improvise using up to 2 notes – C + A.  Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. ( Pentatonic scale) 3 – Perform & Share | **Components:**  Mmma Mia – Pop Year 4 Unit 1  Ukelele  Listen & Appraise: Mamma Mia (Pop)  Find the pulse as you are listening.  play and copy back using up to 2 notes – G + A.  Singing in unison  Play instrumental parts with the song by ear and/or from notation using the easy or medium part.  Improvise using up to 3 notes – G, A + B  Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)  Reflection  Perform and share |
| Art and Design | **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:   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. | | |
| **Components:**  DRAWING AND COLLAGE/ MIXED MEDIA    Aztec artists    Children create designs and make Aztec masks used mixed media e.g. collage to show mosaic, mixed materials including textiles.  Weaving  **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.  Variety of stitching techniques (running, stabbing)  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  **Year 4**  Begin to experiment with different tools for line drawing.  Create and make designs with applique onto fabric.  Decorate fabric using different materials to finish.  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 eg: RE or Literacy. As a response to work or as a starting point to learning.  Use pencils and penwork to create tone and shade and intricate marks when drawing.  Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.  Begin to critique their own and others’ work alongside set criteria | **Components:**  SCULPTURE    Michelle Reader  Subodh Gupta  Derek Gores  Wim Delvoye  <https://www.causeartist.com/incredible-artivists-using-recycled-materials-in-their-creations/>    Children explore the work of other artists and then create a sculpture made from changing materials that would have been thrown away.  **Year 3**  Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.  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.  Manipulating clay using fingers and tools.  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  **Year 4**  Begin to experiment with different tools for line drawing.  Decorate fabric using different materials to finish.  Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.  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 eg: RE or Literacy. As a response to work or as a starting point to learning.  Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.  Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.  Begin to critique their own and others’ work alongside set criteria | **Components:**  PAINTING    Cave Art  Children develop drawings of animals and nature using a ‘prehistoric palette and tools.’  Children create their own cave art using textured grounds and homemade pigments.  **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.  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  **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 eg: 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.  Begin to critique their own and others’ work alongside set criteria |
| Design and Technology | **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  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world  understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **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 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 ♣ understand how key events and individuals in design and technology have helped shape the world  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **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 ♣ understand how key events and individuals in design and technology have helped shape the world  apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| **Components:**  Create a Mayan meal for our class Mayan festival.  Learn about types of food that the Maya ate and how it was prepared.  Design and plan a meal for our end of unit Maya festival.  Evaluate the food created.  **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.  Select and name appropriate tools and equipment needed from a suggested range Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range.  Suggest ways of improving their own and others’ work.  Understand what a healthy, varied and balanced diet is. Choose, prepare and cook dishes using some cooking techniques. Understand where fruit, vegetables, meat and meat products come from.  **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  select and name appropriate tools and equipment needed 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.  Understand why we need to eat a healthy, varied and balanced diet. Understand why we need particular food groups. Choose, prepare and cook dishes using different cooking techniques. Know which foods can be grown or reared locally. | **Components:**  Design an earthquake resistant structure.  Identify a need for earthquake resistant structures.  Research current earthquake resistant structures and architecture ie the Transamerica pyramid in san Francisco, the Yokohama landmark tower in Japan, the Beijing national stadium and the Japanese pagoda.  Design a new structure using learnt ideas.  Make a new structure.  Test our new structure.  Evaluate our structure design.  **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.  Select and name appropriate tools and equipment needed from a suggested range Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. Know some characteristics of materials and components and select from a wide range of these, depending on use  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. Consider how some products have helped the world.  Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together.  **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.  Select and name appropriate tools and equipment needed Know and choose which equipment is used for cutting, shaping joining and finishing. Know the characteristics of materials and components and select, depending on use.  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. Consider how some people and products have helped the world.  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). | **Components:**  Create a vehicle to transport heavy stones to build Stonehenge.  Learn about how wheels and axels work.  Test out a variety of wheels and axels to find out what works best.  Design and make a vehicle that can carry a stone.  Test and evaluate finished vehicle.  **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.  Select and name appropriate tools and equipment needed from a suggested range Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. Know some characteristics of materials and components and select from a wide range of these, depending on use.  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. Consider how some products have helped the world.  Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together. Create models which use wheels, axels, hinges to make specific parts move  **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.  Select and name appropriate tools and equipment needed Know and choose which equipment is used for cutting, shaping joining and finishing. Know the characteristics of materials and components and select, depending on use  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. Consider how some people and products have helped the world.  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). Create models which use wheels, axels, hinges and other moving parts for a specific purpose. |
| Computing | **NC objectives:**   * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * Use technology safely, respectfully, and responsibly * ...work with various forms of input | **NC objectives:**   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Managing online information**  * I can use key phrases in search engines * I can use search technologies effectively   **Copyright and ownership**   * When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it * I can demonstrate the use of search tools to find and access online content which can be reused by others   **Self-image and identity**   * I can describe ways in which people might make themselves look different online. | **NC objectives:**   * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| **Components:**  **Teach computing - Branching databases – year 3**  During this unit, children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The children will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.  **Teach computing – Data logging – Year 4**  In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions. | **Components:**  **Teach computing – Desktop publishing – Year 3**  Children will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Children will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.  **Teach computing – Photo editing – Year 4**  In this unit, children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. | **Components:**  **Year 3 – Programming B – Events and actions in programs**  This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Children begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of **Pen** blocks. Children are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.  **Year 4 — Repetition in games**  Children will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where children can discover similarities between two environments. Children look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. |
| PE  Arena Planning Scheme | **NC Objectives:**  Pupils should continue to apply and develop a broader range of skills ((from KS1) learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | | |
| **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]  take part in outdoor and adventurous activity challenges both individually and within a team | **NC Objectives**:  perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.  swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. | **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]  take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ♣ perform safe self-rescue in different water-based situations. |
| **Components:**  **Gymnastics**  **Year 3**  Control a balance. Combine learnt techniques (Y1&2) for a fluid sequence. Show changes of direction, speed and level during a performance.  **Year 4**  Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner.  **Netball/ Hockey**  **Year 3**  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**  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.  **Cross Country**  **Year 3**  Use more detailed plans and diagrams that take them from familiar to less familiar areas Use ideas they have learned in one task and apply them in another  Can identify potential risks.  **Year 4**  Run over a longer distance, conserving energy to sustain performance  Use maps and diagrams to orientate themselves and to travel around a simple course Plan responses to physical challenges and problems as a group Identify risks and advise others. | **Components:**  **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  **Swimming**  **Year 3**  Use one basic stroke Co-ordination and control in arm and leg movements.  **Year 4**  Use more than one stroke and coordinate breathing | **Components:**  **Athletics and sports day**  **Year 3**  Refine sprint technique. Use a range of throwing techniques (underarm / overarm) Improve personal best performances  **Year 4**  Run over a longer distance, conserving energy to sustain performance Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up if appropriate.  **Tennis/ Cricket**  **Year 3**  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**  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  **Hit the Surf day**  **Year 3**  Use one basic stroke Co-ordination and control in arm and leg movements.  **Year 4**  Use more than one stroke and coordinate breathing |
| MFL  Twinkl planit units | **NC objectives:**  -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  -read carefully and show understanding of words, phrases and simple writing  -appreciate stories, songs, poems and rhymes in the language  -describe people, places, things and actions orally and in writing | **NC objectives:**  -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  -read carefully and show understanding of words, phrases and simple writing  -appreciate stories, songs, poems and rhymes in the language  -describe people, places, things and actions orally and in writing | **NC objectives:**  -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  -read carefully and show understanding of words, phrases and simple writing  -appreciate stories, songs, poems and rhymes in the language  -describe people, places, things and actions orally and in writing |
| **Components:**  All Around Town  On the Move  See progression map | **Components:**  Gone Shopping  Where in the World  See progression map | **Components:**  What’s the time?  Holidays and Hobbies  See progression map |