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| **Year A**  **TRENCROM CLASS**  **Year 3/ 4** | | | |
| **Term** | **Autumn – Ancient Egyptians**  **Exciting Egyptians** | **Spring – Super humans** | **Summer – Invaders and Settlers** |
| Overview | We will be looking at the achievements of the Ancient civilisation of Egypt and how the skills and traditions they developed have influenced our own lives.  We will be learning about Ancient Egyptian cultural practices, such as mummification and pyramid building, as well as the strong influence of religion on the people. We will learn how the Ancient Egyptians had lots of different gods and goddesses, how and why Egyptian people mummified their dead and how  Egyptian people believed that once a person died, they moved onto the afterlife. This shall culminate in a class assembly depicting the weighing of the heart ceremony with Egyptian songs and music.  We will discover the skill of writing in hieroglyphics and the creativity involved in making jewellery and art.  We will develop a greater understanding of the role of the historian when studying primary and secondary artefacts and deepen our understanding by visiting The Royal Cornwall Museum’s Ancient Egyptian exhibition.  In geography, we shall focus on the river Nile and how it has supported Egyptian life in the past and today. We shall compare the Nile to that of Rivers in our country i.e. the Tamar and the Thames  In art, we shall be looking at Egyptian artefacts and designs including tomb paintings. We shall complete observational drawings leading on to creating a decorative cartouche out of clay. We shall look at packaging used to transport delicate artefacts and will design and make our own packaging to transport a delicate artefact.  Science topics will be taught separately to out topic. We shall look at light and electricity. | We will be finding out about the amazing human body including what it needs to keep healthy, skeletons and muscles, the digestive system and teeth. We will invite the school nurse in to speak to us about keeping healthy with a focus on our teeth.  We will also be looking at food chains in a variety of eco systems. We shall have a go at growing our own healthy foods. We shall create a healthy smoothie.  We shall look at land use in the UK and compare and contrast urban and rural land. We shall notice how agriculture uses a large part of UK land. We shall visit a local farm.  We shall look at scientists in that have created a significant turning point in medical science such as Marie Curie and George Washington Carver.  In art, we shall be looking at artists such as Anthony Gormley, Giacommetti and Elizabeth Frink. Drawing human form and action and developing ideas to create a sculpture using wire, mod roc and foil. | We will be learning about the Roman Empire and the impact of the invasion on Britain. We will discover key figures in the conflict – Boudica and Julius Caesar. We will also investigate what caused the fall of the western Roman Empire and the settlement of the Anglo Saxons that followed.  We will develop a greater understanding of the role of the historian when studying primary and secondary artefacts and deepen our understanding by visiting The Royal Cornwall Museum’s Ancient Rome workshop as well as handling roman artefacts from the project loan box.  In art, we shall focus on observational drawings exploring line and illustration techniques. Children will create their own page for a precious book. We shall explore the book of Kells and illuminated manuscripts, the Bayeux tapestry and Anglo Saxon jewellery.  Children  build their own Catapult, then  see how far they can launch small objects.  They are provided with step  by step instructions to create a catapult using rubber bands and lollipop sticks, as well as considering how levers work.  Science and computing units will be taught separately with a focus on sound and audio. |
| Prior Learning to support Long term memory | **Learning in Geography about Australia. Chronology and timeline link to Dinosaurs and Discovery topic.** | Links from Year 1/2 Unit – Into the woods - herbivore, carnivore omnivore, life cycles, Eat well plate  Florence Nightingale?  Follow on from coastal towns differing from villages and towns, we shall compare and contrast rural and urban areas in the UK. | Chn made medieval tools and studied castles in year 1/2 |
| Topic Question | What can we learn from the Ancient Egyptians? | How does the human body work? | How did the Romans and Anglo-Saxons change Britain? |
| Topic Launch | Wow day – making scarab beetles and sarcophagus models  Cold mind map: Tell me everything you know about Ancient Egypt  Kahoot quiz | Wow day – setting up the classroom as a science lab/hospital  Cold mind map: Tell me everything you know about the human body  Healthy eating cookery workshop - Chartwells | Wow day – Designing and making Roman shields and helmets; assembling a Roman army ready for battle  Cold mind map: Tell me everything you know about the Romans and Anglo-Saxons  Kahoot quiz |
| Sticky knowledge | Understanding of ‘ancient’ – position on the timeline  Importance of the River Nile  Everyday life/ practices  Rituals such as mummifying  Religion – worship of many gods | Different names of human teeth  Process of digestion  Elements of a healthy diet  The importance of exercise for keeping our body’s healthy  How skeletons and muscles give humans and animals support and protection  Understanding of simple food chains | How the Romans moved across Europe before invading Britain  Why particular areas were chosen to settle in – water, farming land etc.  Everyday life/practices  Important figures – Caesar, Boudica  Religion – worship of many gods |
| Linked texts | Egyptian Cinderella  The Time Travelling Cat and the Egyptian Goddess by Julia Jarman | The Astounding Broccoli Boy by Frank Cottrell Boyce  Demon Dentist by David Walliams  Giant by Kate Scott | Romulus and Remus  Roman diary: The Journey of Iliona by Richard Platt  Diary of Dorkius Maximus by Tim Collins |
| English Text Types | Traditional tales  Stories from another culture  Recount  Instructions – How to make a mummy/mummify a tomato.  Non-chronological report  Letters  Poetry - Riddles  Tadeo Jones – film unit (diary writing). | Adventure stories King of the fishes/king of the birds.  Stories with humour  Persuasive writing  Poetry - shape poems | Myths and legends  Plays and dialogue  Newspaper reports  Recount – diary writing  Poetry – list poems and kennings |
| Linked person of study | Tutankhamun  Howard Carter | Marie Curie  George Washington Carver | Julius Caesar  Boudica |
| Topic box | Papyrus  Information posters  Photos  Models – scarab beetles etc.  Library service – Ancient Egypt box | Models of human skeleton, organs, teeth  Information posters  Science lab ‘equipment’ for decorating the classroom  Library service – Healthy eating box and digestion box | Information posters  Library service – Ancient Romans box |
| Trip | Royal Cornwall Museum  Fire Safety – visit from the fire brigade – RSHE  St Johns Ambulance/Red Cross Visit - RSHE | Farm & Country Day (Royal Cornwall Showground)  Local farm visit – Trevaskis  Invite school nurse into school  Visit from Daya - RE | Royal Cornwall Museum – Ancient Rome – Life at Magor Village workshop  Beach Safety Visit (RNLI) - RSHE  Surf day – Surf safety – Global Boarders – RSHE/PE |
| Topic Finale | Assembly for the school – Ceremony of Judgement | Create a healthy eating display in the hall to inspire other children to look after their bodies. | Parents invited in for an information afternoon. Children prepare resources and information to share with their parents about a different part of the topic. |
| Outdoor Learning Opportunities |  | Farm & Country Day (Royal Cornwall Showground)  Growing vegetables in the school gardens | Re-enact a Roman battle outside using the shields and helmets made on Wow day. |
| Aspirations and Hopes | Careers and professions linked to topic: Explorer, Criminologist, Scientist, Jewellery designer, traveller, travel vlog/blogger, archaeologist, and historian. | Careers and professions linked to topic: Scientist, biologist, dentist, doctor, nurse, dietician, chef, nutritionist | Careers and professions linked to topic: Explorer, traveller, travel vlog/blogger, archaeologist, historian, actor |
| 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:**  - 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 | **NC objectives:**  -a significant turning point in British history, for example, the first railways or the Battle of Britain | **NC objectives:**  - the Roman Empire and its impact on Britain  - Britain’s settlement by Anglo-Saxons and Scots |
| **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) | **Skills Components:**  Science history – Marie Curie (year 3 lesson 2 twinkl)  Identify changes related to scientific ideas by describing Marie Curie’s research into x-rays.  George Washington Carver (year 3 lesson 3 twinkl)  Identify changes related to scientific ideas by describing the achievements of George Washington Carver.  Explain how George Washington Carver helped farmers to grow crops.  Notice and describe how changes have taken place in farming in the UK.  **Year 3**  Question why something happened and how it impacted people.  **Year 4**  Beginning to think about the impact of historical events/people.  Question why something happened and how it impacted people long term. | **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. centurion)  **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. centurion) |
|  | **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. | **Sticky knowledge:**  George Washington Carver came up with more than 100 uses of a peanut so farmers could sell these plants at a higher price. The uses of peanuts included paints, face creams, plastics and medicines  Marie Curie was a famous scientist who developed the use of x-rays, which meant that a lot more patients could be correctly diagnosed and treated. | **Sticky knowledge:**  The Roman Empire was the land that was controlled by the Romans, including, Europe, the middle East and parts of Africa.  Julius Caesar was an emperor of Rome.  Romans built many things that we can still see/use today including roads and baths.  The roman emperor, Hadrian, built a wall to protect the Roman Empire in Britain.  The last Roman soldiers left Britain in 410 AD. Britain no longer had the strong Roman army to defend it from the invaders. New people came in ships across the North Sea: the Anglo-Saxons.  The Anglo-Saxon age in Britain was from around 410 AD to 1066.They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was ‘Angle-land’, or England. |
| 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. * 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 | **NC objectives:**  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  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. | **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  ♣ 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 |
| **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. | **Components:**  **Year 3**  Locate on a map Human and physical characteristics of the UK. Name and locate counties and cities of the UK. Study geographical similarities and differences between regions in the UK. Know where food comes from (trade routes). 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**  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. Use symbols and keys (including OS maps). Use fieldwork to support studies. | **Components:**  **Year 3**  Locate on a map- Human and physical characteristics of the UK.  Name and locate counties and cities of the UK.  Study geographical similarities and differences between regions in the UK.  Know different types of settlement.  Know where food comes from (trade routes).  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.  **Year 4**  Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).  Study geographical similarities and differences between countries in Europe.  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. |
|  | **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. | **Sticky knowledge:**  Agriculture is another word for farming. The growing and harvesting of crops and/or breeding animals.  Know the difference between rural and urban areas.  Identify key urban and rural areas in the UK. | **Sticky knowledge:**  Roman empire started in Rome, Italy.  Roman Empire spread across modern day Italy to countries in Europe, Africa and Asia.  After the Romans left Britain, it became more open to invasion. The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands.  These people were from three tribes: the Angles, the Saxons, and the Jutes. |
| Science | The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. ‘Working scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge  During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identifying differences, similarities or changes related to simple scientific ideas and processes ♣ using straightforward scientific evidence to answer questions or to support their findings. | | |
| **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.  **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. | **NC objectives:**  **Year 3**  identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement  **Year 4**  describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey. | **NC objectives:**  **Year 4**  ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases. |
| **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 | **Components:**  **Year 3**  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Identify that humans and some other animals have skeletons and muscles for support, protection and movement  **Year 4**  Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey | **Components:**  **Year 4**  identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object that produced it  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Recognise that sounds get fainter as the distance from the sound source increases |
|  | **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. | **Sticky knowledge:**  • Living things need food to grow and to be strong and healthy.  • Plants can make their own food, but animals cannot.  • To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.  • Animals, including humans, need food, water and air to stay alive.  Skeletons do three important jobs:  • protect organs inside the body;  • allow movement;  • support the body and stop it from falling on the floor.  To help prevent tooth decay:  • limit sugary food and drink;  • brush teeth at least twice daily using a fluoride toothpaste;  • visit your dentist regularly.  The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a herbivore, a carnivore and an omnivore skull: | **Sticky knowledge:**  Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.  Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound.  Sound can travel through solids, liquids and gases. Sound travels as a wave, vibrating the particles in the medium it is travelling in. Sound cannot travel through a vacuum.  Sound energy can travel from particle to particle far easier in a solid because the vibrating particles are closer together than in other states of matter. |
| 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  Understand the impact:  • 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  Make connections:  • 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. | Cornwall Agreed Syllabus:  **L2.8 What does it mean to be Hindu in Britain today?**  Understand the impact:  • Describe how Hindus show their faith within their families in Britain today (e.g. home puja)  • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)  • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)  Make sense of belief:  • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean  • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)  Make connections:  • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | Cornwall Agreed Syllabus:  **L2.6 For Christians, when Jesus left what was the impact of Pentecost?**  Make sense of belief:  • Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth  • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean  • Give examples of what Pentecost means to some Christians now  Understand the impact:  • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now  • Describe how Christians show their beliefs about the Holy Spirit in worship  Make connections:  • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. |
| **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. | **Components:**  Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers’ lives.  Describe and begin to make links between some of the things that are the same and different for religious people.  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:**  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.  Describe and begin to make links between some of the things that are the same and different for religious people.  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. |
| **L2.7 What do Hindu’s believe God is like?**  Make sense of belief:  • 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  Understand the impact:  • 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  Make connections:  • 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. | **L2.5 Why do Christians call the day Jesus dies Good Friday?**  Make sense of belief:  • Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live  • Offer informed suggestions about what the events of Holy Week mean to Christians  • Give examples of what Christians say about the importance of the events of Holy Week  Understand the impact:  • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities  • Describe how Christians show their beliefs about Jesus in worship in different ways  Make connections:  • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. | **L2.11 How and why do people in Cornwall mark significant events in community life?**  Make sense of belief:  • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean  • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today  Understand the impact:  • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean  • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)  • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)  Make connections:  • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones  • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies  • Give good reasons why they think ceremonies of commitment are or are not valuable today. |
|  | **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. | **Components:**  Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers’ lives.  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. | **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.  Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.  Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.  Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values. |
| RSHE | **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  **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  **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  **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  Fire Safety – visit from the fire brigade | **Money Choices**  Explain how people pay for things  Explain why people spend or save  Identify why something might be “good value”  Identify different priorities that effect our spending decisions  Use basic budgeting tools  **Volunteering and citizenship**  Describe what a good citizen is and understand how they can be a good citizen  Explain what volunteering means and what things they can do to volunteer in the community  Explain how they can help and care for their friends and family  Identify how they can make a difference to the planet based on their actions  Make a plan of actions  **Safely enjoying the online world**  Recognise when something encountered online ‘doesn’t feel right’  Identify and resist pressurising and manipulative behaviour  Identify some risks of sharing photos, videos and comments publicly  Explain what privacy settings are used for and how they can help  Give examples of how online actions can affect others  **Keeping personal information safe and private online**  Give examples of content which may be appropriate or inappropriate to share online  Explain the possible consequences of sharing without consent  Identify appropriate people to turn to for help | **Understanding that not everyone is who they say they are online**  Identify different tactics someone might use to manipulate another person online  Explain what to do if someone tries to pressure or manipulate them  Share ideas about how technology can be used positively  **Managing Feelings**  Explain how feelings and emotions can influence actions and behaviour  Identify ways of coping with feelings in different situations  Explain why it is important to talk about feelings and describe how this can feel  Recognise that help, advice and support about feelings comes from different sources  **The Environment**  Explain what climate change is  Identify different ways we can protect the environment  Explain what changes we can make at home and at school to protect the environment  Beach Safety Visit (RNLI)  Surf day – Surf safety – Global Boarders |
|  | **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.  Follow basic emergency procedures.  **Year 4**  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.  Develop strategies to solve disputes and conflict through negation and appropriate compromise. Begin to give rich and constructive feedback. | **Components:**  **Year 3**  Develop enterprise skills.  Discuss and debate health and wellbeing issues. Contribute to the community. Recognise the roles of people in the community.  Exercise my responsibilities, rights and duties in the community and towards the environment.  **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 and online. Protect my personal information.  Explain what is appropriate to ask for or share. Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk. | **Components:**  **Year 3**  Describe my feelings. Recognise conflicting feelings and manage them.  Recognise feelings in others. Respond to how others are feeling.  Exercise my responsibilities, rights and duties in the community and towards the environment.  **Year 4**  Keep safe in my local area and online. Protect my personal information.  Explain what is appropriate to ask for or share. Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.  Recognise and care about other people’s feelings and respect, and constructively challenge if necessary, their points of view.  Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment. |
| Music  taught by music specialist. | **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. |
| New Model Music curriculum (non-statutory)  **Singing**  • 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.  **Composing Improvise**  • 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.  **Compose**  • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).  **Performing:**  •Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi  **Reading Notation:**  • Introduce the stave, 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.  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  **Listening Piece**  Land of the Pharaohs Derek and Brandon Fiechter | New Model Music curriculum (non-statutory)  **Singing**  • 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.  **Composing Improvise**  • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.  **Compose**  • Combine known rhythmic notation  • Compose song accompaniments on untuned percussion using known rhythms and note values.  • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.  **Performing:**  •Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi  **Reading Notation:**  • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.  • Introduce and understand the differences between crotchets and paired quavers.  • Apply word chants to rhythms, understanding how to link each syllable to one musical note.  • Introduce and understand the differences between minims, crotchets, paired quavers and rests.  •Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.  **Listening Piece**  Connect It – Anna Meredith  BBC Ten pieces – compare Hall of the Mountain King Peer Gynt to in the Hall of the Body Percussion King.  Stomp – Newspaper piece | New Model Music curriculum (non-statutory)  **Singing**  • 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.  • Perform as a choir in school assemblies.  • Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day–a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).  • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).  • Perform a range of songs in school assemblies.  **Composing Improvise**  • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).  • Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.  **Compose**  • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.  • Introduce major and minor chords.  Persomance  Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.  **Listening Piece**  Vivaldi –  Mozart - |
| **Skills Components:**  **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.  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).  **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. | **Skills Components:**  **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.  Effectively choose, order, combine and control sounds (texture/ structure).  Know the difference between pulse and rhythm. Internalise the pulse in music.  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).  Use silence for effect and know symbol for a rest.  **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.  Make creative use of the way sounds can be changed, organised and controlled (including ICT).  Create accompaniments for tunes using drones or melodic ostinatos  Create rhythmic patterns with awareness of timbre and duration  Know how pulse stays the same but rhythm changes in a piece of music.  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.  Identify patterns in music. | **Skills Components:**  **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).  Maintain a simple part within an ensemble.  Play notes on instruments clearly and including steps/ leaps in pitch.  Improvise (including call and response) .  Compose and perform simple melodies (limited notes).  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  Describe different purposes of music in history/ other cultures.  **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  Create accompaniments for tunes using drones or melodic ostinatos  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. |
| 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:**  PAINTING AND PRINTING    Ancient Egyptian artefacts and design  Tomb paintings  Observational drawings leading to creating a decorative piece e.g. cartouche, pharaoh or god portrait, sarcophagus.  **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  **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 | **Components:**  SCULPTURE    Anthony Gormley  Giacometti  Elizabeth Frink    Drawing human form, drawing ‘action.’  Developing ideas to create a sculpture using wire, mod-roc, and foil.  **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.  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 e.g.: 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.  Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.  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 | **Components:**  DRAWING/ 3D DESIGN    The book of Kells and illuminated manuscripts  Bayeux tapestry  Anglo Saxon jewellery  Observational drawings exploring line and illustration techniques. Children create their own page for a precious book.  **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.  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.  Introduce tints and stains to paint work.  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 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.  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.  Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.  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 |
| Design and Technology | **NC objectives:**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. | | |
| **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 | **NC objectives:**  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  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 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 | **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  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:**  Packaging a delicate artefact  [KS2-Structures | STEM](https://www.stem.org.uk/resources/community/collection/481866/ks2-structures)  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.  \* 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.  **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.  **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). | **Components:**  How Cool is your drink – smoothie making  How Cool Is Your Drink? | STEM  Children to devise and carry out a survey to find out what kind of preferences your consumer has. Next they research different types of smoothie and the ingredients that go into them. Choosing the correct equipment for cutting, slicing, squashing and blending, children create their smoothies. Once created, children can evaluate their final products from their own point of view and that of their consumers. After analysing feedback children can adapt their drinks to the identified needs.  **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  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.  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  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:**  Catapult  Catapult | STEM  Children  build their own Catapult, then  see how far they can launch small objects.  They are provided with step  by step instructions to create a catapult using rubber bands and lollipop sticks, as well as considering how levers work. This activity supports learning about forces, providing an applied context for this area of science learning.  **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  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.  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. |
| Computing | **NC objectives:**   * 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. | **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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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 | **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 * Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| **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.  **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. | **Components:**  **Teach computing - Stop-frame animation (Year 3)**  Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.  **Teach computing – Repetition in shapes – Programming A (Y4)**  Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.  Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. | **Components:**  **Teach Computing – Sequencing sounds (Programming A) Year 3.**  This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.  **Teach Computing – Audio Editing**  In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. |
| PE | **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].  Perform dances using a range of movement patterns.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **NC Objectives:**  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.  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.  Perform safe self-rescue in different water-based situations. |
| **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.  **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 | **Components:**  **Gym – flight**  **Gym – Symmetry and asymmetry**  **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.  **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:**  **Tennis/Cricket – striking and fielding**  **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.  **OAA/ Orienteering**  **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**  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.  **Athletics**  **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. |
| MFL - FRENCH  Twinkl plannit units | **NC objectives:**  Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. | | |
| **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 * 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. | **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 * 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. | **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 * 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. |
| **Components:**  Getting to Know You  All About Me  (see progression map) | **Components:**  Food Glorious Food  Family and Friends  (see progression map) | **Components:**  Our School  Time  (see progression map) |