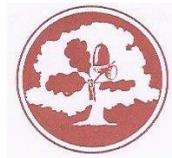




Lower KS2 Curriculum (Year 3 and 4)

[Cycle 1](#)

Park Mead Primary School



LKS2 Curriculum (Year 3 and 4)

Cycle 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
INTENT (Texts that MUST be covered are underlined, others are offered as options for teacher/class selection)	<p>Energising Engineers and Incredible Inventions Event: i360 and Brighton/Eastbourne museum trip</p> <p>Key Texts:, Frank Einstein and the Antimatter Motor, The Lost Thing, <u>Non-fiction</u>, Rosie Revere: Engineer</p> <p>History: Inventions and inventors through time</p> <p>Science: Forces and Magnets</p> <p>Computing: 3.1 Coding</p> <p>Art/DT: Technical design</p> <p>RE: Understanding Christianity – PEOPLE OF GOD</p> <p>Music: Samba band/ make own instruments</p> <p>PSHE: Being me in the world</p> <p>MFL: Introducing Me – days and months, describing myself.</p> <p>PE: Football Skills</p>	<p>Where in the World are we? Event: Bateman’s Trip</p> <p>Key Texts: <u>Kipling, Just So Stories</u>, Stories from other cultures</p> <p>History: Local history</p> <p>Geography: Local geography, protecting our environment</p> <p>Science: States of Matter</p> <p>Computing: 4.2 Online Safety 3.8 Graphing</p> <p>Art/DT: Drawing and printing, exploring patterns</p> <p>RE: Why do people give presents at Christmas? Why are candles important at Christmas?</p> <p>Music: <u>Jungle book/ Christmas songs</u></p> <p>PSHE: Celebrating Difference</p> <p>MFL: Christmas and families</p> <p>PE: Basketball, Dance</p>	<p>Roald Dahl Event: Roald Dahl Day Trip to a library World Book Day event</p> <p>Key Texts: The Giraffe, the Pelly and Me; The Magic Finger, <u>Revolting Rhymes</u></p> <p>Science: Scientific enquiry</p> <p>Geography: UK and World Geography – continents and countries</p> <p>Computing: 3.3 Spreadsheets 4.6 Animation</p> <p>Art/DT: Textiles</p> <p>RE: What does it mean to be a Muslim?</p> <p>Music: <u>Musical world of Roald Dahl</u></p> <p>PSHE: Dreams and Goals</p> <p>MFL: Where I live and every day life.</p> <p>PE: Gymnastics and Swimming</p>	<p>Amazon Adventures Event: Visit with Local Vicar to learn about Easter story</p> <p>Key Texts: Attack of the Amazons, <u>Non-Fiction (information)</u>, The Great Kapok Tree, The Explorer</p> <p>Geography: settlements</p> <p>History: Mayans</p> <p>Science: Living things and their habitats</p> <p>Computing: 3.6 Branching</p> <p>Art/DT: Amazonian painting</p> <p>RE: What happened during the last week before Jesus died? How do Christians remember the events of Easter?</p> <p>Music: <u>Sending musical messages</u></p> <p>PSHE: Healthy Me</p> <p>MFL: Likes and Dislikes and Health and Wellbeing</p> <p>PE: Net and Wall skills, Dance and Swimming</p>	<p>Ancient Greece Event: Visit from a Dentist</p> <p>Key Texts: <u>Percy Jackson and the Lightening Thief</u>, Icarus and Daedalus</p> <p>History: History of Ancient Greece</p> <p>Science: Animals including humans</p> <p>Computing: 4.7 Effective Searching 3</p> <p>Art/DT: Greek Art</p> <p>RE: Understanding Christianity – GOSPEL</p> <p>Music: <u>Composing graphic scores</u></p> <p>PSHE: Relationships</p> <p>MFL: Tenses – Future and past and stories and songs.</p> <p>PE: Athletics</p>	<p>Ancient Greece Event: Hands on History visitors. Greek Day at school</p> <p>Key Texts: <u>Greek Mythology</u>, Theseus and the Minotaur</p> <p>History: Comparison of modern and ancient Greece</p> <p>Science: Sound</p> <p>Computing: 4.4 Writing for Audiences</p> <p>Art/DT: Clay Pots</p> <p>RE: What are the significant times of year for Jews?</p> <p>PSHE: Changing Me</p> <p>Music: <u>Production songs</u></p> <p>MFL: Instructions, weather and the country of France</p> <p>PE: Striking and Fielding and Dance</p>

IMPLEMENTATION: Science Skills	<p>Science: Forces and Magnets</p> <ul style="list-style-type: none"> • 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 <p>Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions • Gather, record, classify and present data • Record findings using simple scientific language, drawings, diagrams, keys, bar charts and tables, report on findings from enquires – explanations and conclusions 	<p>Science: States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> • 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 • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Set up simple, practical enquires, comparative and fair tests • Make systematic and careful observations, take accurate measurements using a range of equipment. • Identify differences, similarities or changes related to simple ideas and processes 	<p>Science: Living things and their habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions • Gather, record, classify and present data • Draw simple conclusions, make predictions, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple ideas and processes • Use straightforward scientific evidence to answer questions or support findings 	<p>Science: animals including humans</p> <ul style="list-style-type: none"> • 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 • Find out about how different parts of the body have special functions <p>Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Make systematic and careful observations, take accurate measurements using a range of equipment. • Gather, record, classify and present data • Record findings using simple scientific language, drawings, diagrams, keys, bar charts and tables, report on findings from enquires – explanations and conclusions 	<p>Science: Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating 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 sounds and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. <p>Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions • Set up simple, practical enquires, comparative and fair tests • Draw simple conclusions, make predictions, suggest improvements and raise further questions
IMPACT – KNOWLEDGE GAINED	<p>To know that magnets have north and south poles and that opposites attract.</p> <p>To know that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>To know that friction is a force when 2 surfaces rub together.</p>	<p>To know the stages of the water cycle.</p> <p>To know what solids, liquids and gases are and the differences between them.</p> <p>To know that water freezes at 0 degrees and boils at 100 degrees.</p>	<p>To know and identify different habitats and the animals that live in them.</p> <p>To know which animals live in the rainforest.</p> <p>To know which plants live in the rainforest and how they have adapted to survive.</p> <p>To know the conditions that plants need to survive. To know what animals and humans need to survive (MRS GREN).</p> <p>To know how animals can be grouped depending on their characteristics</p>	<p>To know the names of different teeth.</p> <p>To know how to care for teeth.</p> <p>To know what happens if you don't look after your teeth.</p>	<p>To know that sounds are created by vibrations.</p> <p>To know the structure of the ear.</p> <p>To know that bigger vibrations lead to louder sounds.</p> <p>To know and understand high and low pitch.</p>

IMPLEMENTATION: Computing Skills	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • Design, write and debug programs that control or simulate virtual events • Use logical reasoning to explain how some simple algorithms work <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • Use logical reasoning to detect and correct errors in algorithms and programs • Decompose programs into smaller parts 	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • With support select and use a variety of software to accomplish goals <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • With support, select and use a variety of software on a range of digital devices • With support, select, use and combine a variety of software on a range of digital devices to accomplish given goals. • Select, use and combine a variety of software, systems and content that accomplish given goals. 	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • Use logical reasoning to explain how some simple algorithms work <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • Use logical reasoning to detect and correct errors in algorithms and programs 	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • Design, write and debug programs that control or simulate virtual events • Use logical reasoning to explain how some simple algorithms work <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • Use logical reasoning to detect and correct errors in algorithms and programs 	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • Use simple search technologies and recognise that some sources are more reliable than others • Use simple search technologies <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • Understand how results are selected and ranked by search engines • Understand what servers are and how they provide services to a network 	<p>Y3</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Use technology safely and recognise acceptable and unacceptable behaviour • Make efficient use of familiar forms of input and output devices • Recognise familiar forms of input and output devices and how they are used <p>Y4</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies • Use other input devices such as cameras or sensors
	IMPACT – KNOWLEDGE GAINED	<p>To know that some sources online are more reliable than others</p> <p>To know how simple algorithms work.</p> <p>To know what is needed to debug programs.</p> <p>To know that programmes can be decomposed into smaller parts</p> <p>To know a range of methods to detect and correct errors in algorithms and programs.</p>	<p>To know that personal information should be kept private online.</p> <p>To know acceptable and unacceptable behaviour online.</p> <p>To know where to go for help and support online.</p> <p>To know that online communication could be seen, and interpreted differently, by others.</p>	<p>To know some ways of creating an animation.</p> <p>To know the process needed to create a spreadsheet</p>	<p>To know a method to design, write and debug programs.</p> <p>To know and be able to explain ‘branching’.</p> <p>To know that online technology must be used responsibly.</p> <p>To know that there may be errors in algorithms and programmes.</p>	<p>To know to always be respectful when communicating online.</p> <p>To know that some online sources are more reliable than others.</p> <p>To know that results are ranked and selected by search engines.</p> <p>To know what servers are and what they do.</p>

IMPLEMENTATION: History Skills

Y3

- Use an increasing range of common words and phrases relating to the passing of time

Y4

- Use sources of information in ways that go beyond simple observations to answer questions about the past
- Use a variety of resources to find out about aspects of life in the past
- Communicate his/her learning in an organised and structured way, using appropriate terminology

Y3

- Use an increasing range of common words and phrases relating to the passing of time
- Describe memories of key events in his/her life using historical vocabulary

Y4

- Use sources of information in ways that go beyond simple observations to answer questions about the past
- Use a variety of resources to find out about aspects of life in the past
- Communicate his/her learning in an organised and structured way, using appropriate terminology
- Place some historical periods in a chronological framework

Y3

- Use an increasing range of common words and phrases relating to the passing of time

Y4

- Use sources of information in ways that go beyond simple observations to answer questions about the past
- Use a variety of resources to find out about aspects of life in the past
- Place some historical periods in a chronological framework

Describe 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

Y3

- Use an increasing range of common words and phrases relating to the passing of time

Y4

- Use sources of information in ways that go beyond simple observations to answer questions about the past
- Use a variety of resources to find out about aspects of life in the past
- Communicate his/her learning in an organised and structured way, using appropriate terminology
- Place some historical periods in a chronological framework
- Use historic terms related to the period of study
- Understand that sources can contradict each other

- Describe a study of Ancient Greek life and achievements and their influence on the western world

IMPACT – KNOWLEDGE GAINED

To know who Alexander Graham Bell and Thomas Edison are and what they invented.
To know what day, week, fortnight, month, decade, century and millennium mean.

To know how the local area has changed over the last 100 years (Ashdown Forest).
To know key invents in my own life.
To know some key dates for the local area (e.g. church, school, shop openings)
To know significant events in the history of my village.
To know how different events in local history fit onto a timeline.
To know how events in local history have impacted modern life.

To know that lots of sources give us information about the past.
To know the names of some historical periods in history and how they fit in a timeline.
To know some key figures who impacted the Ancient Greeks
To know where the Ancient Greeks fit into a timeline (including relating to Jesus' birth)

To know that sources can contradict each other.
To know how the Greeks impacted modern life.

IMPLEMENTATION: Geography Skills

IMPACT – KNOWLEDGE GAINED

	<p>Y3</p> <ul style="list-style-type: none"> • Make more detailed fieldwork sketches/diagrams • Use fieldwork instruments e.g. camera, rain gauge • Identify physical and human features of the locality • Recognise that different people hold different views about an issue and begin to understand some of the reasons why <p>Y4</p> <ul style="list-style-type: none"> • Demonstrate knowledge of features about places around him/her and beyond the UK • Know how the locality is set within a wider geographical context • Plan the steps and strategies for an enquiry • Draw accurate maps with more complex keys • Explore weather patterns around parts of the world • 	<p>Y3</p> <ul style="list-style-type: none"> • Identify where counties are within the UK and the key topographical features • Name and locate the cities of the UK Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys <p>Y4</p> <ul style="list-style-type: none"> • Identify where countries are within Europe; including Russia • Describe human features of UK regions, cities and /or counties • Know about the wider context of places - region, country • Explore features on OS maps using 6 figure grid references • Draw accurate maps with more complex keys • Explore weather patterns around parts of the world • Recognise the different shapes of continents 	<p>Y3</p> <ul style="list-style-type: none"> • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. • Ask and respond to geographical questions • Recognise there are similarities and differences between places • Explain about weather conditions / patterns around the UK and parts of Europe <p>Y4</p> <ul style="list-style-type: none"> • Understand the effect of landscape features on the development of a locality • Describe how people have been affected by changes in the environment • Explain about key natural resources e.g. water in the locality • Know about the wider context of places - region, country 	<p>Y3</p> <ul style="list-style-type: none"> • Make plans and maps using symbols and keys • Identify physical and human features of the locality • Recognise there are similarities and differences between places <p>Y4</p> <ul style="list-style-type: none"> • Know about the wider context of places - region, country • Draw accurate maps with more complex keys • Know about the wider context of places - region, country
<p>To know some of the cities and countries in the UK. To know what a key is on a map and what the symbols mean. To know the different names and shapes of the continents. To know the names and location of some of the countries in Europe.</p>	<p>I know the effect of landscape features. To know the difference between weather patterns around the world. To know that different skills and instruments are needed for fieldwork.</p>	<p>To know a compass has 8 points. To know where some countries are in Europe To know what a human feature is. To know which county I live in and know the names and locations of others.</p>	<p>To know the 8 points of a compass. To know the difference between weather patterns around the world. To know that it is important to compare evidence.</p>	<p>To know similarities and differences between ancient and modern Greece. To know what to include when drawing a map.</p>

IMPLEMENTATION: Art and design skills

	<p>Y3</p> <ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Compare and recreate form of natural and manmade objects <p>Y4</p> <ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied 	<p>Y3</p> <ul style="list-style-type: none"> • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • He/she is able to create a collage using overlapping and layering • Create printing blocks using relief or impressed techniques <p>Y4</p> <ul style="list-style-type: none"> • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • Use a variety of techniques e.g. marbling, silkscreen and cold water paste 	<p>Y3</p> <ul style="list-style-type: none"> • Add detail to work using different types of stitch, including cross-stitch • Experiment with different materials to create a range of effects and use these techniques in the completed piece of work • Explain what he/she likes or dislikes about their work <p>Y4</p> <ul style="list-style-type: none"> • Print on fabrics using tie-dyes or batik • Articulate how he/she might improve their work using technical terms and reasons as a matter of routine • Use taught technical skills to adapt and improve his/her work 	<p>Y3</p> <ul style="list-style-type: none"> • Know about some of the great artists, architects and designers in history and describe their work • Explore shading, using different media <p>Y4</p> <ul style="list-style-type: none"> • Draws familiar objects with correct proportions • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes 	<p>Y3</p> <ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Know about some of the great artists, architects and designers in history and describe their work <p>Y4</p> <ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied • Draws familiar objects with correct proportions • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes 	<p>Y4</p> <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know the successes and ways forward in my own work. To know some different ways to join and work with fabric.</p>	<p>To know that art and colours can represent emotions To know the technique of collage and the effects this can create. To know that mixing colours can create different colours and shades.</p>	<p>To know that designing something first creates a better final result. To know the names and work of architects</p>	<p>To know the names and works of some artists. To know different artists use different techniques To know the size of my brush will affect the stroke.</p>	<p>To know the meaning of the words proportion, accuracy and tonal shading. To know why art was important to the Ancient Greeks.</p>	<p>To know clay can be used for a variety of purposes. To know the Ancient Greeks decorated their pots with stories and pictures.</p>

Implementation: DT Skills	<p>Y3</p> <ul style="list-style-type: none"> • Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes • Safely measure, mark out, cut, assemble and join with some accuracy • Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them <p>Y4</p> <ul style="list-style-type: none"> • Create designs using exploded diagrams • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks • Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them 					<p>Y3</p> <ul style="list-style-type: none"> • Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes • Safely measure, mark out, cut, assemble and join with some accuracy • Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them <p>Y4</p> <ul style="list-style-type: none"> • Create designs using exploded diagrams • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks • Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them
IMPACT – KNOWLEDGE GAINED	<p>To know that designs have to be completed before making can begin. To know accuracy is very important in the creation of a product. To know there are of a variety of tools that could be used for different purposes.</p>					<p>To know that designs have to be completed before making can begin. To know accuracy is very important in the creation of a product. To know there are of a variety of tools that could be used for different purposes.</p>
IMPLEMENTATION: RE Skills	<p>RE: Understanding Christianity – PEOPLE OF GOD</p> <ul style="list-style-type: none"> • Retell stories from the Old Testament, describing their importance to Christian’s relationship with God. • Understand and explain how the People of God allow Christians to understand messages from God. • Make links between different stories in the Old Testament. 	<p>RE: Why do people give presents at Christmas? Why are candles important at Christmas?</p> <ul style="list-style-type: none"> • Explain and describe how Christians are guided by Jesus’ words and actions. • Explain the symbol of the advent wreath and the reason for it being used at Christmas. • Explain the significance of Epiphany. 	<p>RE: What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> • Understand the importance of learning about and recognising world religions. • Show tolerance and respect for other faiths and beliefs. • Identify significant people within the Muslim faith • Identify similarities and differences between Muslims and Christians. 	<p>RE: What happened during the last week before Jesus died? How do Christians remember the events of Easter?</p> <ul style="list-style-type: none"> • Draw on prior learning about the Easter story to identify reasons for the sequence of events in the story. • Identify and describe ways that Christians mark Easter and the significance of these traditions. 	<p>RE: Understanding Christianity – GOSPEL</p> <ul style="list-style-type: none"> • Make links between events in the New Testament. • Identify similarities and differences between the retelling of events in the Gospels. • Identify ways in which Christians try to replicate the behaviour and ideals of Jesus. 	<p>RE: What are the significant times of the year for Jews?</p> <ul style="list-style-type: none"> • Understand the importance of learning about and recognising world religions. • Show tolerance and respect for other faiths and beliefs. • Identify significant events within the Jewish calendar • Identify similarities and differences between Jews and Christians

IMPACT — KNOWLEDGE GAINED

Toknow that the Old Testament tells the story of a particular group of people, the children of Israel – The People of God – and their relationship with God.

To know that the People of God try ot live in the way God wants, following his commands and worshipping him

To know that the people believe he promises to stay with them, and Bible stories show how God keeps his promises

To know that the Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.

To know that Christians believe that, through Jesus, all people can become the People of God.

To know that Jesus said about himself 'I am the Light of the World'

To know that Christians believe that Jesus helps them to see their way through life

To know that the symbolism of the Advent wreath and Christingle

To know that Christians believe that God gave Jesus, like a present, to the world

To know that the significance of the story of the Wise Men and the symbolism of their gifts

To know that Epiphany is the time to remember this part of the Christmas story

To know the importance of the 5 pillars of Islam

To know how these affect the daily lives of Muslims

To know what Muslims believe about Allah and Muhammad (pbuh)

To know about the Qur'an, where it came from and how it is used

To know traditions associated with rites of passage and family life

To know Christians call the week before Easter Holy Week

To know the overview of the week from Palm Sunday to Easter Day

To know Jesus had enemies as well as friends

To know friendship can be broken and repaired

To know the key Christian traditions of Holy Week:

- Palm Sunday*
- Maundy Thursday*
 - the foot-washing*
 - the Last Supper*
- Good Friday*
 - Stations of the Cross*
 - Procession of Witness*
 - 3-hour meditation*
- the Easter Vigil*
- Easter Sunday*
 - sun-rise services*

To know that every Holy Communion service is a reminder of Easter

To know Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first

To know that Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.

To know that Christians believe Jesus' life shows what it means to love God and love your neighbour

To know that Christians try to be like Jesus – they want to know him better and better

To know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

To know the main beliefs, practices and symbols associated with

- Yom Kippur*
- Pesach*
- Sukkot*
- Hannukah*

To know the importance of remembering and marking the events and beliefs associated with the festivals

IMPLEMENTATION: Music Skills

<p>Y3</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments Find the pulse within the context of different songs/music with ease Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea Play and perform in solo or ensemble contexts with confidence <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate Play and perform in solo or ensemble contexts with increasing confidence 	<p>Y3</p> <ul style="list-style-type: none"> Listen with direction to a range of high quality music Confidently recognise a range of musical instruments Begin to listen to and recall sounds with increasing aural memory Sing songs with multiple parts with increasing confidence <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music <p>Sing as part of an ensemble with confidence and precision</p>	<p>Y3</p> <ul style="list-style-type: none"> Listen with direction to a range of high quality music Confidently recognise a range of musical instruments Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea Play and perform in solo or ensemble contexts with confidence <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music <p>Sing as part of an ensemble with confidence and precision</p>	<p>Y3</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea Play and perform in solo or ensemble contexts with confidence <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music Play and perform in solo or ensemble contexts with increasing confidence <p>Develop an understanding of formal, written notation which includes minims and quavers</p>	<p>Y3</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea Play and perform in solo or ensemble contexts with confidence Develop an understanding of formal, written notation which includes crotchets and rests <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music Play and perform in solo or ensemble contexts with increasing confidence <p>Develop an understanding of formal, written notation which includes minims and quavers</p>	<p>Y3</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments Understand that improvisation is when a composer makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea <p>Y4</p> <ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make 	<p>Y3</p> <ul style="list-style-type: none"> Begin to listen to and recall sounds with increasing aural memory Sing songs with multiple parts with increasing confidence <p>Y4</p> <ul style="list-style-type: none"> Listen to and recall sounds with increasing aural memory <p>Sing as part of an ensemble with confidence and precision</p>
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know a range of musical instruments and the sounds they make To know the words ‘pulse’, ‘composition’, ‘improvisation’ and ‘composer’ in a musical context. To know some of the formal written notation of music including crotchets and rests. To know some of the formal written notation of music, including minims and quavers. To know some musical language. To know a range of musical instruments and the different sounds they make.</p>	<p>To know a range of musical instruments and the sounds they make To know the words ‘pulse’, ‘composition’, ‘improvisation’ and ‘composer’ in a musical context. To know a range of musical styles and their basic style indicators. To know some musical language. To know a range of musical instruments and the different sounds they make.</p>	<p>To know a range of musical instruments and the sounds they make To know the words ‘pulse’, ‘composition’, ‘improvisation’ and ‘composer’ in a musical context. To know some musical language. To know a range of musical instruments and the different sounds they make.</p>	<p>To know a range of musical instruments and the sounds they make To know the words ‘pulse’, ‘composition’, ‘improvisation’ and ‘composer’ in a musical context. To know some musical language. To know a range of musical instruments and the different sounds they make.</p>	<p>To know the words ‘pulse’, ‘composition’, ‘improvisation’ and ‘composer’ in a musical context. To know some musical language.</p>	<p>To know some of the formal written notation of music including crotchets and rests. To know some of the formal written notation of music, including minims and quavers. To know some musical language.</p>

IMPLEMENTATION: PSHEe Skills

Y3
 I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.

I can face new challenges positively, make responsible choices and ask for help when I need it

I understand why rules are needed and how they relate to rights and responsibilities

I understand that my actions affect myself and others and I care about other people's feelings

I can make responsible choices and take action

I understand my actions affect others and try to see things from their points of view

Y4
 I know my attitudes and actions make a difference to the class team.

I understand who is in my school community, the roles they play and how I fit in

I understand how democracy works through the School Council

I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.

I understand how groups come together to make decisions

I understand how democracy and having a voice benefits the school community

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Y3
 I understand that everybody's family is different and important to them

I understand that differences and conflicts sometimes happen among family members

I know what it means to be a witness to bullying

I know that witnesses can make the situation better or worse by what they do

I recognise that some words are used in hurtful ways

I can tell you about a time when my words affected someone's feelings and what the consequences were

Y4

- I can tell you a time when my first impression of someone changed as I got to know them
- I can explain why it is good to accept people for who they are

Y3
 I can tell you about a person who has faced difficult challenges and achieved success

I can identify a dream/ambition that is important to me

I enjoy facing new learning challenges and working out the best ways for me to achieve them

I am motivated and enthusiastic about achieving our new challenge

I can recognise obstacles which might hinder my achievement and can take steps to overcome them

I can evaluate my own learning process and identify how it can be better next time

Y4
 I can tell you about some of my hopes and dreams

I understand that sometimes hopes and dreams do not come true and that this can hurt

I know that reflecting on positive and happy experiences can help me to counteract disappointment

I know how to make a new plan and set new goals even if I have been disappointed

I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group

- I can identify the contributions made by myself and others to the group's achievement

Y3
 I understand how exercise affects my body and know why my heart and lungs are such important organs

I know that the amount of calories, fat and sugar I put into my body will affect my health

I can tell you my knowledge and attitude towards drugs

Identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services

I understand how complex my body is and how important it is to take care of it

Y4

- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

Y3
 I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females

I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener

I know and can use some strategies for keeping myself safe online

I can explain how some of the actions and work of people around the world help and influence my life

I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

I know how to express my appreciation to my friends and family

Y4
 I can recognise a range of situations which can cause jealousy in relationships.

I can identify someone I love and explain why they are special to me.

I can tell you about someone I know that I no longer see.

I recognise how friendships change. I know how to make new friends and how to manage when I fall out with my friends.

I know what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.

- I know how to show love and appreciation for the people and animals that are special to me.

Y3
 I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby

I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow

I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I can start to recognise stereotypical ideas I might have about parenting and family roles

I can identify what I am looking forward to when I move to my new class.

Y4
 I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

I can identify changes that have been and may continue to be outside of my control that I learnt to accept

- I can identify what I am looking forward to when I move to my new class.

IMPACT – KNOWLEDGE GAINED	To know that my actions have consequences. To know what democracy means. To know that democracy is required for a civilised society.	To know what to say to compliment others. To know that a first impression can change.	To know how I learn best. To know what I have done well. To know which goals I would like to achieve. To know what resilience means.	To know how to keep myself safe. To know what anxiety and stress mean and begin to know how to manage them. To know what peer pressure is and what to do if I feel it happening.	To know how others have influenced me. To know that people have different points of view and that these should be respected. To know about some topical animal rights issues.	To know how boys and girls bodies are different and change as they grow. To know that everyone’s body changes as they grow up. To know the changes that are likely to happen to me in my life and at school in the next year.
IMPLEMENTATION: MFL Skills	<p>Y3</p> <ul style="list-style-type: none"> Ask and answer simple questions, for example about personal information Record descriptive sentences using a word bank Repeat sentences heard and make simple adaptations to them Use mostly accurate pronunciation and speak clearly when addressing an audience <p>Y4</p> <ul style="list-style-type: none"> Using familiar sentences as models, make varied adaptations to create new sentences Write descriptive sentences using a model but supplying some words from memory 	<p>Y3</p> <ul style="list-style-type: none"> Use mostly accurate pronunciation and speak clearly when addressing an audience Ask and answer simple questions, for example about personal information Show that he/she recognises words and phrases heard by responding appropriately <p>Y4</p> <ul style="list-style-type: none"> Read aloud using accurate pronunciation and present a short learned piece for performance Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately Follow the written version of a text he/she is listening to Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues 	<p>Y3</p> <ul style="list-style-type: none"> Use simple adjectives such as colours and sizes to describe things orally Use simple adjectives such as colours and sizes to describe things in writing Recognise the main word classes e.g nouns, adjectives and verbs Record descriptive sentences using a word bank <p>Y4</p> <ul style="list-style-type: none"> Understand that adjectives may change form according to the noun they relate to, and select the appropriate form Write words and short phrases from memory Use a range of adjectives to describe things in more detail, such as describing someone’s appearance Write descriptive sentences using a model but supplying some words from memory 	<p>Y3</p> <ul style="list-style-type: none"> Write some single words from memory When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words Recognise some familiar words and phrases in written form <p>Y4</p> <ul style="list-style-type: none"> Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Write descriptive sentences using a model but supplying some words from memory Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English 	<p>Y3</p> <ul style="list-style-type: none"> Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles Have basic understanding of the usual order of words in sentences in the target language <p>Y4</p> <ul style="list-style-type: none"> Recognise a wider range of word classes including pronouns and articles, and use them appropriately Recognise questions and negative sentences Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard 	<p>Y3</p> <ul style="list-style-type: none"> Show that he/she recognises words and phrases heard by responding appropriately Follow simple instructions and link pictures or actions to language Read some familiar words aloud using mostly accurate pronunciation Learn and remember new words encountered in reading <p>Y4</p> <ul style="list-style-type: none"> Ask and answer a range of questions on different topic areas Read aloud using accurate pronunciation and present a short learned piece for performance Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately Follow the written version of a text he/she is listening to
IMPACT – KNOWLEDGE GAINED	To know the French for the days of the weeks and months. To know the French words for body parts To know the French words for characteristics of people.	To know about French Christmas traditions. To know the French words for key Christmas words. To know the French words to describe families and family members.	To know the French words to describe where I live. To know the French words to describe what can be found in my town.	To know French words to describe things I like and dislike. To know French words for illnesses. To know French sentences (written and spoken).	To know French stories. To know French songs. To know the difference between the past, present and future tenses for verbs in French.	To know French words to describe the weather. To know about life in France today.

IMPLEMENTATION: PE Skills	<p>Football skills</p> <p>Y3</p> <ul style="list-style-type: none"> • Children will understand about different parts of the feet they can use to move the ball in different directions keeping control. • Understanding the difference between short and long passing and the difference needed when applying this skill. • Using accuracy for shooting and gauging where is best to aim for depending on position <p>Y4</p> <ul style="list-style-type: none"> • To understand when to use what part of the foot to be able to maintain control while dribbling moving into space mostly using both feet for control. • Children will explain the range of passing (covering short long and chipped) when/why would we use this in a game? Starting to think strategically. • To show accuracy and control while shooting having the knowledge to shoot away from the keeper what will happen if it's not accurate. Importance of going across the goalkeeper. 	<p>Basketball skills</p> <p>Y3</p> <ul style="list-style-type: none"> • Children will develop an understanding of keeping the ball controlled when dribbling following technique, being able to move in a various directions. • Children will develop the knowledge and be able to execute a range of different passes showing both control and accuracy. • Children will use the correct technique to shoot towards the hoop from various positions on the court (when is it best to shoot) <p>Y4</p> <ul style="list-style-type: none"> • Children will be able to dribble in control using correct technique dribbling in a range of directions Identifying space ad moving towards it. • Children will understand the three basketball passes showing consistency of control and understanding when in a game we may use that pass and why. • To gain consistency and confidence when shooting towards a hoop being able to adjust feet to shoot. 	<p>Gymnastics skills</p> <p>Y3</p> <ul style="list-style-type: none"> • Children will look at balancing and exploring various body parts to balance on, looking and identifying points and patches and creating balances combining the two. • To understand ways of travelling what directions can we use can we roll jump crawl? Exploring a range of travelling techniques and linking this back to their balances putting together a small sequence. • To be able to perform different gymnastic rolls following teaching points. Starting to show cannon or mirror. <p>Y4</p> <ul style="list-style-type: none"> • Children will look at balancing and exploring various body parts to balance on, looking and identifying points and patches and creating balances combining the two • To understand ways of travelling what directions can we use can we roll jump crawl? Exploring a range of travelling techniques and linking this back to their balances putting together a small sequence • To confidently perform gymnastic rolls showing technique and following teaching points being able to add cannon and mirroring together and put into a small routine. 	<p>Net and wall skills</p> <p>Y3</p> <ul style="list-style-type: none"> • To have an understanding on how to safely hold a tennis racket. And explore both forehand and back hand shorts. Using accuracy and control to return the ball over the net. • To learn about how to correctly hold a badminton racket, to use the underarm and over arm clears in game. To confidently serve the shuttlecock over the net. • To explore volleyball learning short like the Dig, set and smash returning the ball over the net using control an d accuracy. <p>Y4</p> <ul style="list-style-type: none"> • To have an understanding on how to safely hold a tennis racket. And explore both forehand and back hand shorts. Using accuracy and control to return the ball over the net. • To learn about how to correctly hold a badminton racket, to use the underarm and over arm clears in game. To confidently serve the shuttlecock over the net. • To explore volleyball learning short like the Dig, set and smash returning the ball over the net using control and accuracy. 	<p>Athletics skills</p> <p>Y3</p> <ul style="list-style-type: none"> • I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. • Show technique while throwing a javelin and identify what I need to do improve performance. • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. <p>Y4</p> <ul style="list-style-type: none"> • I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. • Show technique while throwing a javelin and identify what I need to do improve performance. • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. 	<p>Striking and Fielding skills</p> <p>Y3</p> <ul style="list-style-type: none"> • Confidently recap the catching process. • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. • I can begin to make links about my batting and being strategic on the shots played. Throwing with accuracy aiming for the target required. <p>Y4</p> <ul style="list-style-type: none"> • Confidently recap the catching process. • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. • I can begin to make links about my batting and being strategic on the shots played. Throwing with accuracy aiming for the target required.
	IMPACT – KNOWLEDGE GAINED	<p>To know a range of shots and passes.</p> <p>To know when to use different shots and passes in different scenarios.</p>	<p>To know when to change direction.</p> <p>To know which technique to use to shoot.</p> <p>To know 3 basketball passes.</p>	<p>To know which body parts to move in order to balance effectively.</p> <p>To know methods of travel around floor and equipment.</p> <p>To know names of different rolls and tumbles.</p>	<p>To know what forehand and backhand mean and look like in practice.</p> <p>To know the difference between and underarm and overarm throw and when to use each one.</p>	<p>To know what makes an effective and efficient runner.</p> <p>To know effective javelin technique.</p> <p>To know safety guidelines to using athletics equipment.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Energising Engineers and Incredible Inventions	Where in the World Are We?	Roald Dahl	Amazon Adventures	Ancient Greece	Ancient Greece
Literacy genres (adaptable according to needs and interests of children)	Explanation Persuasive Instructions Narrative	Narrative Recount	Narrative Poetry	Information Poetry Narrative	Narrative Information	Diaries Narrative Instructions
Maths themes (adaptable according to needs of children)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement Length, perimeter and area Fractions	Fractions Measurement Mass and Capacity Decimals Consolidation	Decimals Including Money Measurement Time Statistics	Statistics Geometry Properties of shape, position and direction Consolidation
Forest School	Using your body over the styles Getting ready independently Foraging for wild fruit and harvest- blackberries, shapes of flowers, using blackberries to make paint to draw/	Compass and map skills to the woods. Learning to find North on a compass. Making 3d maps of the village/ the woods	Danny the Champion of the world, pheasants, woodland features of upper canopy, mid and woodland floor.	Exploring the stream in the woods/ looking at the River Medway as a comparison to the Amazon, Emergence of spring, new shoots, identifying trees in winter, first blossoms, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed	3d maps , games, you are only safe games, giants, wizards, elves games, parachute games and making shelters in the woods. Knot tying	Water conservations, looking at the river Medway, longer walk round and across the river, making rain gauges and monitoring rain fall at Forest School site. Using tools- peelers to whittle wood to make rain gauges.