



Lower KS2 Curriculum (Year 3 and 4)

[Cycle 2](#)

Park Mead Primary School

LKS2 Curriculum (Year 3 and 4)

Cycle 2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p>INTENT (Texts that MUST be covered are underlined, others are offered as options for teacher/class selection)</p> | <p>Rock and Roll Event: Hands on History visitor</p> <p>Key Texts: Stone Age Boy, Stone Age Tales: The Great Monster, The Great Cave, The Great Storm by Terry Deary</p> <p>History: Changes in Britain from Stone Age to Iron Age; hunter-gatherers and Skara Brae</p> <p>Science: Rocks and Soils</p> <p>Computing: 4.1 Coding</p> <p>Art/DT: Clay fossils</p> <p>RE: What is God like? What was Jesus like?</p> <p>Music: Exploring percussion</p> <p>PSHE: Being me in the world</p> <p>MFL: Introducing Me – Greetings, Responding to Questions</p> <p>PE: Football</p> | <p>Terrible Tudors Event: Hever Castle Trip</p> <p>Key Texts: <u>Digital text – Walking Through History</u></p> <p>Geography: Changes to the local area since the Tudor times</p> <p>History: Tudor monarchy, significant figures of the Tudor times, Tudor lifestyle</p> <p>Science: Light</p> <p>Computing: 3.2 Online Safety 3.4 Typing</p> <p>Art/DT: Christmas cooking</p> <p>RE: Understanding Christianity - INCARNATION</p> <p>Music: Appraising Tudor music/ Christmas songs</p> <p>PSHE: Celebrating Difference</p> <p>MFL: Christmas, Numbers</p> <p>PE: Basketball</p> | <p>Awesome Authors Event: Herstmonceaux visitors</p> <p>Key Texts: <u>Kensuke’s Kingdom (Michael Morpurgo)</u>, Chronicles of Narnia (C S Lewis), Midnight Gang (David Walliams)</p> <p>Geography: Maps and globes</p> <p>Science: Scientific enquiry</p> <p>Computing: 4.5 Using Logo</p> <p>Art/DT: Landscapes using different media</p> <p>RE: What does it mean to be a Jew? What can we learn from a synagogue?</p> <p>Music: Setting words to music</p> <p>PSHE: Dreams and Goals</p> <p>MFL: Everyday life, routines, Where I live, Food</p> <p>PE: Gymnastics and swimming</p> | <p>Rivers and Mountains Event: Cuckmere trip</p> <p>Key Texts: <u>Wind in the Willows</u>, The Mountain of Adventure, <u>The Rime of the Ancient Mariner</u></p> <p>Geography: Rivers and Mountains around the world</p> <p>Science: Circuits and Electricity</p> <p>Computing: 3.5 Email</p> <p>Art/DT: Creating light and shade</p> <p>RE: Understanding Christianity - SALVATION</p> <p>Music: Composing tone poems based on Smetana’s ‘Vltava’</p> <p>PSHE: Healthy Me</p> <p>MFL: Likes and Dislikes, hobbies, colours</p> <p>PE: Net and Wall and swimming</p> | <p>The Romans Event: Fishbourne Trip</p> <p>Key Texts: <u>Romans on the Rampage</u>, Escape from Pompeii</p> <p>History: Roman timeline, significant events</p> <p>Science: Plants</p> <p>Computing: 4.3 Spreadsheets</p> <p>Art/DT: mosaics</p> <p>RE: Understanding Christianity – CREATION AND FALL</p> <p>Music: Learning an instrument</p> <p>PSHE: Relationships</p> <p>MFL: Tenses – Future and past, stories and songs.</p> <p>PE: Athletics</p> | <p>The Romans Event: Roman Day</p> <p>Key Texts: The Roman Quests: Escape from Rome, <u>Anthony and Cleopatra.</u></p> <p>History: Roman withdrawal from Britain and fall of Roman Empire</p> <p>Science: Animals including Humans</p> <p>Computing: 3.7 Simulations 4.8 Hardware</p> <p>Art/DT: Creating Roman structures</p> <p>RE: Understanding Christianity – KINGDOM OF GOD</p> <p>Music: Production songs</p> <p>PSHE: Changing Me</p> <p>MFL: Instructions and directions</p> <p>PE: Striking and fielding</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION: Science Skills</p> | <p style="text-align: center;">Science: Rocks and Soils</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rocks • Recognise that soils are made from rocks and organic matter | <p style="text-align: center;">Science: Light</p> <ul style="list-style-type: none"> • Recognise 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 eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change | <p style="text-align: center;">Science: Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts • 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 • | <p style="text-align: center;">Science: Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions • Set up simple, practical enquiries, comparative and fair tests • 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 enquiries – explanations and conclusions • 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 style="text-align: center;">Science: Plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants • Explore the requirements of plants for life and growth and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants. | <p style="text-align: center;">Science: Animals including humans</p> <ul style="list-style-type: none"> • Describe the simple function of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPACT – KNOWLEDGE GAINED</p> | <p>To know how soils are formed. To know how fossils are formed. To know the names of different types of rocks.</p> | <p>To know that light is reflected To know how shadows are formed. To know that sunlight can be dangerous to eyes.</p> | <p>To know the names of common conductors and insulators. To know how a switch can be used to disrupt the flow of electricity.</p> | <p>To know which equipment to select To know correct language to use when making conclusions. To know which presentational features could be used for different types of data.</p> | <p>To know the names of parts of a plant and their function. To know what different plants need to be able to grow. To know a plant life-cycle.</p> | <p>To know how the human digestive system works. To know the names and functions of different teeth. To know and describe a food chain. To know the meanings of producers, predators and prey.</p> |

IMPLEMENTATION: Computing Skills

Y3

- 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

Y4

- 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

Y3

- 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

Y4

- 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, use and combine a variety of software on a range of digital devices to accomplish given goals.

Y3

- 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

Y4

- 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
- Decompose programs into smaller parts
- Use logical reasoning to detect and correct errors in algorithms and programs

Y3

- Use technology safely and respectfully, keeping personal information private
- Use technology safely and recognise acceptable and unacceptable behaviour
- Understand that computer networks enable the sharing of data and information

Y4

- 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

Y3

- 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

Y4

- 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
- Select, use and combine a variety of software, systems and content that accomplish given goals.

Y3

- 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.
- Understand that the internet is a large network of computers and that information can be shared between the computers

Y4

- 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.
- Understand what servers are and how they provide services to a network

IMPACT – KNOWLEDGE GAINED

To know that algorithms are a set of instructions
 To know that it is important to keep personal information private.
 To know the controls to debug programs.

To know what is acceptable and unacceptable behaviour online.
 To know a range of software can be used on different devices.

To know that programs decompose into smaller parts.
 To know there can be errors in algorithms

To know that networks enable sharing of data.
 To know not to share personal information online.

To know that I must use technology safely, following rules put in place.

To know that communications online may be seen by others.
 To know how to use a range of input devices.

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION: History Skills</p> | <p>Y3</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time <p>Y4</p> <ul style="list-style-type: none"> 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 Understand that sources can contradict each other Use historic terms related to the period of study Communicate his/her learning in an organised and structured way, using appropriate terminology | <p>Y3</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time <p>Y4</p> <ul style="list-style-type: none"> 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 Understand that sources can contradict each other Use historic terms related to the period of study Communicate his/her learning in an organised and structured way, using appropriate terminology | | | <p>Y3</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time <p>Y4</p> <ul style="list-style-type: none"> 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 <p>Describe the Roman Empire and its impact on Britain Describe the fall of the Western Roman Empire and its withdrawal from Britain.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPACT – KNOWLEDGE GAINED</p> | <p>To know a variety of sources help us to find out about the past. To know accurate historical language. To know where late Neolithic hunter-gatherers fits into a timeline of British history To know the significance of places like Skara Brae and Stonehenge To differences in Britain from the Stone Age to the Iron Age</p> | <p>To know a range of words and phrases related to the passing of time. To know where the Tudors fits into a timeline of British history To know key facts in the timeline of the Tudor reign. To know how the Tudors have impacted on modern, local life.</p> | | | <p>To know where the Romans fit on a historical timeline. To know that lots of sources allow us to find information about the past and that some of these may contradict each other. To know facts about Julius Ceaser’s attempted invasion in 55-54BC To know the impact of the Roman Empire on modern Britain. To know the significance of Hadrian’s Wall To know about times of British resistance – e.g. Boudica To know how, when and why the Romans withdrew from Britain To know how the western Roman Empire fell</p> |

IMPLEMENTATION: Geography Skills

Y3

- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
- Communicate findings in ways appropriate to the task or for the audience

Y4

- Demonstrate knowledge of features about places around him/her and beyond the UK
- Recognise that people have differing quality of life living in different locations and environments
- Know how the locality is set within a wider geographical context
- Understand why there are similarities and differences between places

Y3

- Identify where countries 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

Y4

- 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

Y3

- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.
- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
- 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.

Y4

- Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.
- Identify where countries are within Europe; including Russia
- Demonstrate knowledge of features about places around him/her and beyond the UK
- Draw accurate maps with more complex keys

IMPACT – KNOWLEDGE GAINED

To know how the local area has changed over time.
 To know why there are similarities and differences.
 To know that photos and data can give information about a locality.

To know that maps and globes can be used to find out information about locations.
 To know the purpose of a key on a map.
 To know where countries can be located around the world.
 To know how weather differs around the world.

To know the locations of a range of rivers and mountains around the world.
 To know where the locations are in relation to England.
 To know how mountains form.
 To know names of features of rivers.

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| <p>IMPLEMENTATION: Art and Design Skills</p> | | | <p>Y3</p> <ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • Explore shading, using different media <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 • 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"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • Explore shading, using different media <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 • 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"> • 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 <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 • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied | |
| <p>IMPACT – KNOWLEDGE GAINED</p> | | | <p>To know that a variety of materials and techniques can create different pieces of work. To know that I need to study an image in order to recreate it. To know the work of landscape artists.</p> | <p>To know to use the side of my pencil for shading. To know to use my sketch book to collect ideas. To know to use colours to represent tone. To know that black and white can be used for shading.</p> | <p>To know that I can create texture by overlapping materials. To know the names of different artists, designers and architects.</p> | |

IMPLEMENTATION: Design and Technology Skills

- Y3**
- 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

- Y4**
- 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

- Y3**
- Talk about the different food groups and name food from each group
 - Understand that food has to be grown, farmed or caught in Europe and the wider world
 - Use a wider variety of ingredients and techniques to prepare and combine ingredients safely

- Y4**
- Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active
 - Understand seasonality and the advantages of eating seasonal and locally produced food
 - Read and follow recipes which involve several processes, skills and techniques

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- Y3**
- Use knowledge of existing products to design his/her own functional product
 - 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
 - Investigate and analyse existing products and those he/she has made, considering a wide range of factors
 - Strengthen frames using diagonal strut
 - Understand how mechanical systems such as levers and linkages or pneumatic systems create movement

- Y4**
- Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience
 - Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user
 - Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas
 - Understand and use electrical systems in products
 - 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

To know that diagrams are sketches, labelled for information.
To know that materials must be marked and cut accurately to avoid errors.

To know what constitutes a healthy diet.
To know advantages of eating local and seasonal food.
To know which food must be farmed or grown.

To know what mosaics are and how the Romans created them
To know the names and designers of Roman structures.
To know that materials can be joined and connected in different ways.
To know that different techniques can be used to ensure accuracy.

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| <p>IMPLEMENTATION: RE Skills</p> | <p>RE: What is God like? What was Jesus like?</p> <ul style="list-style-type: none"> • Make links between stories in the Bible • Understand the way that Christians view God. | <p>RE: Understanding Christianity - INCARNATION</p> <ul style="list-style-type: none"> • Explain the Holy Trinity. • Identify how artwork has supported Christian's understanding of God and the Holy Trinity. • Describe how Christians use this knowledge to frame their worship of God. | <p>RE: What does it mean to be a Jew? What can we learn from a synagogue?</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 | <p>RE: Understanding Christianity - SALVATION</p> <ul style="list-style-type: none"> • Describe the significance of the events of Holy Week for Christians. • Explain the idea of Jesus rising from the dead. • Identify ways that Christians mark Holy week, and the reasons for these traditions. | <p>RE: Understanding Christianity – CREATION AND FALL</p> <ul style="list-style-type: none"> • Make links between stories in the Bible and their own lives. • Identify ways in which the Bible tries to guide Christians' choices in life. | <p>RE: Understanding Christianity – KINGDOM OF GOD</p> <ul style="list-style-type: none"> • Explain the term 'Fruit of the Spirit' • Understand, explain and describe Pentecost and the traditions surrounding it. |
| <p>IMPACT – KNOWLEDGE GAINED</p> | <p><i>To know some of the characteristics of God e.g. Creator, Judge, Shield, Shepherd etc</i></p> <p><i>To know the values or roles associated with each characteristic (e.g. judge – fair and just)</i></p> | <p><i>To know that Christians believe Jesus is one of three persons of the Trinity: God the Father, God the Son and God the Holy Spirit</i></p> <p><i>To know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers</i></p> <p><i>To know that Christians worship God as Trinity. It is a huge idea to grasp and artists have created art to help express this belief</i></p> <p><i>To know that Christians believe the Holy Spirit is God's power a work in the world and in their lives today, enabling them to follow Jesus.</i></p> | <p><i>To know that Jews believe that God is One, Creator and Carer</i></p> <p><i>To know the origins of Judaism</i></p> <p><i>To know that the Jews' holy book is the Tenakh, which includes the Torah</i></p> <p><i>To know that the Talmud contains oral traditions and explanations (on Jewish Life).</i></p> <p><i>To know the importance of Shabbat</i></p> <p><i>Pupils know the importance of home/family life for Jews</i></p> <p><i>To know that The 613 Mitzvot (Commandments) are a basis for living</i></p> | <p><i>To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</i></p> <p><i>To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</i></p> <p><i>To know that Christians today trust that Jesus really did rise from the dead, and so is still alive today</i></p> <p><i>To know that Christians remember and celebrate Jesus' last week, death and resurrection.</i></p> | <p><i>To know that Christians believe: -God the Creator cares for the creation, including human beings -As human beings are part of God's good creation, they do best when they listen to God</i></p> <p><i>-The Bible tells a story about how humans spoiled their friendship with God (sometimes called the Fall)</i></p> <p><i>-This means that humans cannot get close to God without God's help</i></p> <p><i>-The Bible shows that God wants to help people to be close to him 0 he keeps his relationship with the, gives them guidelines on good ways to live and offers forgiveness even when they keep on falling short</i></p> <p><i>-Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</i></p> | <p><i>To know that Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now.</i></p> <p><i>To know that Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</i></p> <p><i>To know that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of Jesus</i></p> <p><i>To know that Christians celebrate Pentecost as the beginning of the Church</i></p> <p><i>To know that staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</i></p> |

IMPLEMENTATION: Music Skills

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| | <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 Develop an understanding of formal, written notation which includes crotchets and rests 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 Develop an understanding of formal, written notation which includes minims and quavers 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"> 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 Develop an understanding of formal, written notation which includes crotchets and rests <p>Y4</p> <ul style="list-style-type: none"> Develop an understanding of formal, written notation which includes minims and quavers | <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 Play and perform in solo or ensemble contexts with increasing confidence | <p>Y3</p> <ul style="list-style-type: none"> Begin to listen to and recall sounds with increasing aural memory Develop an understanding of formal, written notation which includes crotchets and rests Play and perform in solo or ensemble contexts with confidence <p>Y4</p> <ul style="list-style-type: none"> Listen to and recall sounds with increasing aural memory Develop an understanding of formal, written notation which includes minims and quavers <p>Play and perform in solo or ensemble contexts with increasing confidence</p> | <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> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">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.</p> <p>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.</p> <p>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 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.</p> <p>To know some of the formal written notation of music, including minims and quavers. To know some musical language.</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.</p> <p>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 some of the formal written notation of music including crotchets and rests.</p> <p>To know some of the formal written notation of music, including minims and quavers. To know some musical language.</p> | <p>To know some of the formal written notation of music including crotchets and rests.</p> <p>To know some of the formal written notation of music, including minims and quavers. To know some musical language.</p> |
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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

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.

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| IMPACT – KNOWLEDGE GAINED | <p>To know that my actions have consequences. To know what democracy means. To know that democracy is required for a civilised society.</p> | <p>To know what to say to compliment others. To know that a first impression can change.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| 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 | <p>To know how to greet others in French. To know how to respond appropriately to questions asked about myself in French.</p> | <p>To know French Christmas traditions. To know the French for numbers up to and beyond 20. To know French for key Christmas phrases.</p> | <p>To know French words to describe where I live. To know French words to describe my daily routine. To know French words for different foods.</p> | <p>To know French words to describe different hobbies. To know French words for different colours.</p> | <p>To know stories in French. To know songs in French. To know the difference between the tenses in French</p> | <p>To know directional language in French. To know instructional language in French.</p> |

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| IMPLEMENTATION: PE Skills | Football skills | Basketball skills | Gymnastics skills | Net and wall skills | Athletics skills | Striking and Fielding skills |
| | <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>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>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>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>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>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. To know when to use different shots and passes in different scenarios.</p> | <p>To know when to change direction. To know which technique to use to shoot. To know 3 basketball passes.</p> | <p>To know which body parts to move in order to balance effectively. To know methods of travel around floor and equipment. To know names of different rolls and tumbles.</p> | <p>To know what forehand and backhand mean and look like in practice. 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. To know effective javelin technique. To know safety guidelines to using athletics equipment.</p> | <p>To know different catching techniques. To know the difference between different batting shots and when to use each one.</p> |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Learning Journey | Stone Age | Tudors | Awesome Authors | Rivers and Mountains | The Romans | |
| Literacy genres (adaptable according to needs and interests of children) | Narrative Information Poetry | Persuasive Diaries Letters | Narrative Poetry Comparison Biographies | Information Reports Instruction | Instructions Narrative Information | Letters Diaries Poetry |
| 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/ paint white and red roses | Compass and map skills to the woods Making 3d maps of the village/ the woods Identifying oak- building material of Tudor houses | Caves, making plaster/ mud footprints. Plant and fern identification, fire making, stories in the woods- fairy tales | 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 / diagrams of roman villas, games, you are only safe games, giants, wizards, elves games, parachute games and making shelters in the woods | Water conservations, identification of the roman roads on local maps |