



Achievement for All, Learning Together, Learning for Life



LKS2 Curriculum (Year 3 and 4)

[Cycle 2](#)

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Cycle 2

INTENT

See Reading Curriculum Road Map for supplementary texts

Term 1 How has electricity changed our lives?	Term 2 Why do we remember the Tudors ?	Term 3 What makes rocks beautiful?	Term 4 How did the Romans change Britain?	Term 5 How do rivers shape the land?	Term 6 Stone Age to Iron Age ; How did the lives of Britons change during this time?
Key Text(s): Leon and the space between	Key Text(s): The Boy in the Globe, Terrible Tudors	Key Text(s): Lava (video animation), Escape to Pompeii	Key Text(s): Queen of Darkness, Romans on a rampage.	Key Text(s): A River, Rhythm of the rain, I talk like a River	Key Text(s): Stone Age Boy, UG
<p>Science: Circuits and Electricity Geography: How do geographers describe our world? How are places related? Computing: 4.2 Online safety DT: Structures RE: L2.7 What do Hindus believe God is like? Music: Exploring percussion PSHE: Being me in the world Thrive: Understanding the need for rules MFL: J'apprends le français (I Am Learning French) PE: Football</p>	<p>History: Why has the Tudor monarchy had such a lasting impact? Are they like the monarchs of today? Science: Light Art: Portraits- Tudors Computing: 4.3 Spreadsheets RE: L2.3 What is the 'Trinity' and why is it important for Christians? <i>Understanding Christianity – God/Incarnation</i> Music: Appraising Tudor music/ Christmas songs PSHE: Celebrating Difference Thrive: Developing morals and values MFL: Le Phonetique (Phonics and pronunciation) PE: Gymnastics</p>	<p>Science: Rocks and Soils Geography: Where are natural disasters a problem? Why do people live in disaster zones? DT: Cooking Computing: 4.4 Writing for different audiences. RE: L2.8 What does it mean to be Hindu in Britain today? Music: Learning an instrument PSHE: Dreams and Goals Thrive: Motivation for developing skills MFL: Je peux... (I Am Able...) PE: Dance</p>	<p>History: How did the arrival of the Romans change Britain? History: Why did the empire fall? Science: Plants Computing: 4.5 Logo 4.8 Hardware investigators. Art: Animals from Pompeii-clay RE: L2.5 Why do Christians call the day Jesus died 'Good Friday'? <i>Understanding Christianity – Salvation</i> Music: Setting words to music PSHE: Healthy Me Thrive: Understanding the need for rules MFL: La Date (the date) PE: Tennis</p>	<p>Geography: Why is our local river significant? Science: Living things- environment focus Computing: 4.6 Animation 4.7 effective search Art: Landscapes using different media RE: L2.6 For Christians, when Jesus left, what was the impact of Pentecost? <i>Understanding Christianity – Kingdom of God</i> Music: Composing tone poems based on Smetana's 'Vltava' PSHE: Relationships Thrive: Developing morals and values MFL: Les saisons (Seasons) PE: Athletics</p>	<p>Science: Animals including humans History: How did the lives of Ancient Britons change from Stone Age to Iron Age? Computing: coding L3 3.1, L4 4.1, L5 4.1, L5 3.1, L6 3.1 L6 4.1 DT: Clay fossils and jewellery RE: L2.11 How and why do people mark the significant events of life? (C, H, NR) Music: Production songs PSHE: Changing Me Thrive: Motivation for developing skills MFL: Les Animaux (Animals) PE: Cricket.</p>
Benjamin Franklin Alessandro Volta Andre Marie Ampere	Henry VIII and his wives Elizabeth I Thomas Young	Mary Anning Charles F. Richter	Julius Caesar Claudius Boudica	Carl Linnaeus	Al Jahiz

Term 1 How has electricity changed our lives?	Term 2 Why do we remember the Tudors ?	Term 3 What makes rocks beautiful?	Term 4 How did the Romans change Britain?	Term 5 How do ivers shape the land?	Term 6 Stone Age to Iron Age; How did the lives of Britons change during this time?
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Literacy genres

(adaptable according to needs and interests of children)

Writing to persuade <u>Leaflets</u> to convince people to come to the circus.	Writing to entertain <u>Narrative</u> chase description. Writing to inform <u>Non-chronological report</u> about the Tudors.	Writing to explain <u>Explanation text</u> Stages of a volcano eruption. Writing to entertain <u>Short story</u> - rewrite of 'Lava' animation Writing to entertain <u>Diary entries</u> - escaping Pompeii. (Animal point of view)	Writing to persuade <u>Persuasive argument</u> Joining Boudica's army. Writing to entertain <u>Diary entry</u> - chariot racing.- romans on a rampage.	Writing to persuade <u>Informal letter home</u> Rhythm of the rain. Writing to entertain <u>River poetry</u> based in the river.	Writing to inform <u>Instructions</u> . How to be a stone age child, instruction writing. Writing to entertain <u>Play script</u> UG
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Maths Overview

White Rose Maths Year 3/4

3.0 Scheme of learning

Place value Addition and subtraction Multiplication and division	Place value Addition and subtraction Area Multiplication and division	Multiplication and division Length and perimeter Fraction Mass and capacity	Multiplication and division Length and perimeter Fractions Decimals	Fractions Money Time Shape Statistics	Decimals Money Time Shape Statistics Position and direction
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Science skills: Implementation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<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, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. 	<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 rock Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.

Working Scientifically skills: Implementation

<ul style="list-style-type: none"> Predicting Recording/presenting Using equipment Safety Suggesting improvements 	<ul style="list-style-type: none"> Fair testing Recording results/presenting Measuring Presenting results 	<ul style="list-style-type: none"> Observing Classifying and sorting Measuring Conclusions Present results 	<ul style="list-style-type: none"> Predicting Observing Sorting and classifying Take measurements 	<ul style="list-style-type: none"> Questioning Identifying important information. Conclusions So what? Suggesting improvements 	<ul style="list-style-type: none"> Questioning Conclusions So what? <p>Identifying important information.</p>
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Knowledge Gained: Impact

To know common appliances that run on electricity.	To know that light is reflected.	To know how soils are formed.	To know the names of parts of a plant.	To identify living things in their local environment.	To know the basic function of the digestive system in humans.
To know how to construct a simple series electrical circuit.	To know how shadows are formed.	To know how fossils are formed over time.	To know and describe the functions of a plant.	To name living things in their local environment.	To know the names of the teeth in humans.
To know how to identifying and name a simple series circuit	To know that sunlight can be dangerous to eyes.	To know the names of different types of rocks.		To know how to use classification keys.	

<p>basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To know if a lamp will light up in a simple series circuit knowing if the lamp is part of a complete loop with a battery.</p> <p>To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To know some common conductors and insulators, and associate metals with being good conductors.</p> <p>To know how to record findings using simple scientific language and labelled diagrams.</p> <p>To know how to predict using scientific vocabulary.</p> <p>To know how to use equipment safely.</p> <p>To suggest improvements by using my scientific knowledge.</p>	<p>To know safety rules with the sun and light.</p> <p>To know that darkness is the absence of light.</p> <p>To know how the size of a shadow changes.</p> <p>To know why and how to conduct a fair test.</p> <p>To know how to record and take measurements.</p> <p>To know how to present results.</p>	<p>To know how to identify rocks based on their properties.</p> <p>To know how to observe scientifically.</p> <p>To know how to sort and classify information.</p> <p>To know how to measure accurately and draw conclusions from results.</p> <p>To know how to present results.</p>	<p>To know what different plants need to be able to grow.</p> <p>To know the life-cycle of a plant.</p> <p>To know how water moves through a plant.</p> <p>To know how to predict using scientific vocabulary.</p> <p>To know how to observe scientifically.</p> <p>To know how to sort and classify information.</p> <p>To know how to measure accurately.</p>	<p>To know that environments can change and this can pose dangers to living things.</p> <p>To know how to ask scientific questions.</p> <p>To know to draw conclusions and know how science is used in real life.</p> <p>To suggest improvements by using my scientific knowledge.</p> <p>I know how to identify patterns in information and results.</p>	<p>To know the functions of the different teeth in humans.</p> <p>To know how to construct a food chain.</p> <p>To identify the different parts of a food chain, predators, prey, producers.</p> <p>To know how to ask scientific questions.</p> <p>To know to draw conclusions and know how science is used in real life.</p> <p>I know how to identify patterns in information and results.</p>
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Computing skills: Implementation

<p style="text-align: center;">Term 1 4.2 Online Safety</p>	<p style="text-align: center;">Term 2 4.3 Spreadsheets</p>	<p style="text-align: center;">Term 3 4.4 Writing for different audiences</p>	<p style="text-align: center;">Term 4 4.5 Logo 4.8 Hardware Investigators</p>	<p style="text-align: center;">Term 5 4.6 Animation 4.7 Effective Searching</p>	<p style="text-align: center;">Term 6 Coding 3.1 L3 4.1 L4,L5 3.1 L5,L6 4.1 L6</p>
<ul style="list-style-type: none"> ● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. ● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. 	<ul style="list-style-type: none"> ● Use sequence, selection and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● Use technology safely, respectfully and responsibly; 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Computing Knowledge Gained: Impact

<p>To understand that network and communication components can be found in many different devices which allow them to join the internet</p> <p>To create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.</p> <p>To review solutions that others have created, using a checklist of criteria.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>	<p>To work collaboratively to create content and solutions.</p> <p>To share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>	<p>To work collaboratively to create content and solutions.</p> <p>To share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>	<p><u>Logo</u> To turn a real-life situation to solve into an algorithm, using a design that shows how to accomplish this in code.</p> <p>To read programs that contain several steps and predict the outcomes with increasing accuracy.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p> <p><u>Hardware Investigators</u> To recognise the main component parts of hardware which allow computers to join and form a network.</p> <p>To understand that network and communication components can be found in many different devices which allow them to join the internet</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p>	<p><u>Animation</u> To share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p> <p><u>Effective searching</u> To understand that network and communication components can be found in many different devices which allow them to join the internet</p> <p>To understand the purpose of a search engine and the main features within it.</p> <p>To look at information on a webpage and make predictions about the accuracy of information contained within it.</p> <p>To share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</p> <p>To have a good understanding of the online safety rules we learn at school.</p>	<p>To turn a real-life situation to solve into an algorithm, using a design that shows how to accomplish this in code.</p> <p>To use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered.</p> <p>To use timers within my program designs more accurately to create repetition effects. For example, To create a counting machine</p> <p>To use selection (decision) in my programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths.</p> <p>To use variables within my program and know how to change the value of variables</p> <p>To use the user inputs and output features within my program, such as 'Print to screen'.</p> <p>To identify errors in my code by using different methods, such as stepping through lines of code and fixing them.</p> <p>To read programs that contain several steps and predict the outcomes with increasing accuracy</p> <p>To create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.</p> <p>To review solutions that others have created, using a checklist of criteria.</p> <p>To work collaboratively to create content and solutions.</p>
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			<p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>	<p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>I recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>	<p>To share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely.</p> <p>To know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>
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History skills:

Term 2	Term 4	Term 6
Why has the Tudor monarchy had such a lasting impact? Are they like the monarchs of today?	How did the arrival of the Romans change Britain? Why did the empire fall?	How did the lives of Ancient Britons change from Stone Age to Iron Age?
• Tudors	• Romans	• Stone Age
<ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • 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 	<ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • 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 the Roman Empire and its impact on Britain • Describe the fall of the Western Roman Empire and its withdrawal from Britain. 	<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

Historical Knowledge Gained:

<p>To know that lots of sources allow us to find information about the past but we must question and interpret them carefully.</p> <p>To know where the Tudors fits into a timeline of British history</p> <p>To know key facts in the timeline of the Tudor reign.</p> <p>To know how the Tudors have impacted on modern, local life.</p> <p>To know how the monarchy of the past differs from the monarchy of today</p>	<p>To know where the Romans fit on a historical timeline.</p> <p>To know that lots of sources allow us to find information about the past and that some of these may contradict each other.</p> <p>To know facts about Julius Caesar's attempted invasion in 55-54BC</p> <p>To know the impact of the Roman Empire on modern Britain.</p> <p>To know the significance of Hadrian's Wall</p> <p>To know about times of British resistance – e.g., Boudica</p> <p>To know how, when and why the Romans withdrew from Britain</p> <p>To know how the western Roman Empire fell</p>	<p>To know a variety of sources help us to find out about the past.</p> <p>To know where late Neolithic hunter-gatherers' fits into a timeline of British history</p> <p>To know the impact farming had</p> <p>To know the significance of places like Skara Brae and Stonehenge</p> <p>To differences in Britain from the Stone Age to the Iron Age</p>
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Geographical skills:

Term 1 How do geographers describe our world? How are places related?	Term 3 Where are natural disasters a problem? Why do people live in disaster zones?	Term 5 Why is our local river significant?
<ul style="list-style-type: none"> ● Recognise there are similarities and differences between places ● Recognise the different shapes of continents ● Develop an awareness of how places relate to each other ● Know about the wider context of places - region, country ● Explore weather conditions/patterns around UK, Europe and other parts of the world ● Identify where countries are in Europe; including Russia ● Recognise that people have a differing quality of life living in different locations and environments ● Know how locality is set in a wider geographical context ● Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features ● Analyse evidence and draw conclusions 	<ul style="list-style-type: none"> ● Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ● Compare and contrast features of volcano and earthquake zones ● Understand the effect of landscape features on the development of a locality ● Understand that is near a plate boundary, giving rise to natural disasters. ● Describe how people have been affected by changes in the environment ● Know about the wider context of places - region, country ● Understand and use a widening range of geographical terms e.g. specific topic vocabulary - location, industry, transport, settlement 	<p style="text-align: center;">Rivers in our local area</p> <ul style="list-style-type: none"> ● Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. ● Make plans and maps using symbols and keys ● Understand and use a widening range of geographical terms e.g., specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, ● Demonstrate knowledge of features about rivers and river valleys around them ● Draw accurate maps with more complex keys ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology

Geographical knowledge gained

<p>To know and understand key vocabulary when describing place- village, town, city, county, region, country, continent, equator, tropic, poles, settlement,</p> <p>To know how places are interconnected and start to understand relative scale</p> <p>To know and recognise similarities and differences between regions</p> <p>To know the names and shapes of the continents and some countries within them</p> <p>To know key climate zones and link them to a map of the world</p> <p>To know how to describe places using the 8 points of the compass</p> <p>To use 6 figure references to describe locations on maps</p>	<p>To know features of volcano and earthquake zones</p> <p>To know what causes a volcano and earthquakes.</p> <p>To know why people choose to live in earthquake and volcano zones</p> <p>The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes.</p> <p>To know about natural disasters that have occurred in Italy in recent years</p> <p>To know why Italy is affected by natural disasters and the UK is not (case study)</p> <p>To know why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.</p> <p>To know how the magnitude of an earthquake is measured.</p>	<p>To know names of features of rivers.</p> <p>To know more complex physical and human features linked to river basins.</p> <p>To know how rivers support the local economy and tourism</p> <p>To know and understand the positive and negative effects of rivers on the locality</p> <p>To know the impact of climate change on river systems</p> <p>To know how to describe places using the 8 points of the compass</p> <p>To use 6 figure references to describe locations on maps</p>
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Art skills: Implementation

Term 2 Creating light and shade- (Portraits- Tudors)	Term 4 Sculpture- (Pompeii Animals)	Term 5 Landscapes using different media
<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 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 	<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 Draw 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 	<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 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

Artistic Knowledge Gained: Impact

<p>To know to use and range of materials to developing shading techniques, including the use of the side of my pencil for shading- tripod grip and overhand grip.</p> <p>To know to use my sketch book to collect ideas- to know how to evaluate, adapt and apply ideas to a final product.</p> <p>To know to use colours to represent tone & know that black and white can be used for shading- use of charcoal.</p>	<p>To know that I can create texture by overlapping materials- sculpture design and development</p> <p>To know the names of different artists & designers and know the differences and similarities between artists- influential sculptures</p> <p>To know what mosaics are and the techniques that Romans used to create them.</p>	<p>To know that a variety of materials and techniques can create different pieces of work- to apply the skill of marbling.</p> <p>To know that I need to study an image in order to recreate it- to know how to use a viewfinder.</p> <p>To know the work of landscape artists- Impressionism and Monet. Ravillious</p>
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Design and Technology skills: **Implementation**

Term 1 Creating Structures	Term 3 Cooking	Term 6 Clay fossils
<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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 • 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 	<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 • 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

Design and Technological Knowledge Gained: **Impact**

<p>To know that materials can be joined and connected in different ways.</p> <p>To know that different techniques can be used to ensure accuracy & know how mechanical systems such as axels are created and evaluate movement in a developed structure.</p>	<p>To know what constitutes a healthy diet.</p> <p>To know advantages of eating local and seasonal food.</p> <p>To know which food must be farmed or grown.</p>	<p>To know that diagrams are sketches, labelled for information.</p> <p>To know how to use techniques to develop a 3D structure (fossil) and that materials must be accurately marked and cut accurately to avoid errors.</p> <p>To know how to use techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them- e.g. clay and modroc.</p>
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R.E. skills: Implementation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE: L2.7 What do Hindus believe God is like?	RE: L2.3 What is the 'Trinity' and why is it important for Christians? <i>Understanding Christianity – God/Incarnation</i>	RE: L2.8 What does it mean to be Hindu in Britain today?	RE: L2.5 Why do Christians call the day Jesus died 'Good Friday'? <i>Understanding Christianity – Salvation</i>	RE: L2.6 For Christians, when Jesus left, what was the impact of Pentecost? <i>Understanding Christianity – Kingdom of God</i>	RE: L2.11 How and why do people mark the significant events of life? (C, H, NR)
<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murtis</i> express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms <i>dharma</i>, <i>Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.

R.E. Knowledge Gained: Impact

<p>To know different Hindu Gods and how they impact on how Hindus live</p> <p>To know the stories of Svetaketu, Ganesh and Rama & Sita</p> <p>To know the importance of 'atman' and the cycle of life/death/rebirth</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>To know how Hindus show their faith within their homes and communities (e.g. puja, murtis; arti and bhajans at mandir; Diwali)</p> <p>To know how Hindus celebrate Diwali in Britain</p> <p>To know differences and similarities between how Hindus show their faith in Britain and in other parts of the world</p>	<p>To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>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.</p> <p>To know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>To know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>To know the events of Pentecost</p> <p>To know how Pentecost links with the big idea of the 'kingdom of God'</p> <p>To know how Pentecost links with the Holy Trinity</p>	<p>To know what happens at two different religious commitment ceremonies (e.g. weddings, baptisms, bat mitzvah) and compare them</p> <p>To know the symbolism and value of different commitment ceremonies within their religions</p> <p>To know their own ideas about the importance of love, commitment, community and reflect on these</p>
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Musical skills: Implementation

Term 1 Exploring Percussion	Term 2 Appraising Tudor music/ Christmas songs	Term 3 Learning an instrument	Term 4 Setting words to music	Term 5 Composing tone poems based on Smetana's 'Vltava'	Term 6 Production Songs
<ul style="list-style-type: none"> Recognise a range of musical instruments Find the pulse within the context of different songs/music with ease Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate Understand that improvisation is when a composer makes up a tune within boundaries Play and perform in solo or ensemble contexts with increasing confidence 	<ul style="list-style-type: none"> Listen with direction to a range of high quality music Begin to listen to and recall sounds with increasing aural memory Sing songs with multiple parts with increasing confidence 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 	<ul style="list-style-type: none"> Develop an understanding of formal, written notation which includes crotchets, rests, minims and quavers Listen to and recall sounds with increasing aural memory Play and perform in solo or ensemble contexts with increasing confidence 	<ul style="list-style-type: none"> 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 Develop an understanding of formal, written notation which includes minims and quavers 	<ul style="list-style-type: none"> Listen with direction to a range of high quality music Understand that composition is when a composer writes down and records a musical ideas 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 Understand that texture describes the layers of sound in music 	<ul style="list-style-type: none"> Listen to and recall sounds with increasing aural memory Sing as part of an ensemble with confidence and precision Sing songs with multiple parts with increasing confidence

Musical Knowledge Gained: Impact

<p>To know a range of musical instruments and the sounds they make.</p> <p>To know the words 'pulse', 'rhythm' and 'improvisation' in a musical context.</p> <p>To know some musical language (Dynamics, Pitch, Tempo, Duration)</p>	<p>To know a range of musical instruments and the sounds they make.</p> <p>To know a range of musical styles and their basic style indicators.</p> <p>To know how to sing with confidence and expression</p>	<p>To know some of the formal written notation of music including crotchets, rests, minims and quavers</p> <p>To know how to perform notes/ chords on an instrument</p>	<p>To know some of the formal written notation of music including crotchets, rests, minims and quavers</p> <p>To know how to set words to a simple melody</p>	<p>To know the words 'composition' and 'composer' in a musical context.</p> <p>To know a range of musical instruments and the sounds they make.</p> <p>To know some musical language (Dynamics, Pitch, Tempo, Duration, Texture)</p>	<p>To know how to sing with confidence and expression</p> <p>To know how to describe the structure of songs accurately</p> <p>To know how to keep a separate part going when performing multiple parts as a group</p>
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P.S.H.E skills: Implementation

Term 1 Being Me in My World (4)	Term 2 Celebrating Difference (4)	Term 3 Dreams and Goals (4)	Term 4 Healthy Me (4)	Term 5 Relationships (4)	Term 6 Changing Me (3 & 4)
<p>Piece 1 Understand my attitudes and actions have an impact on others and know the positive and negative feelings associated</p> <p>Piece 2 Understand who is in my school community and the roles they play</p> <p>Piece 3 Understand how democracy works</p> <p>Piece 4 Understand that my actions affect myself and others, and the role rewards and consequences have</p> <p>Piece 5 Understand how groups come together to make decisions</p> <p>Piece 6 Understand how democracy and having a voice benefits the school community</p> <p>Zones of regulation Begin to use and practise calming techniques to calm my body and mind</p> <p>Use the zones grid to identify how I feel (for KS2)</p> <p>Begin to use more detailed language to describe my feelings</p> <p>Begin to create and use a 'toolbox' to identify strategies to self-regulate</p> <p>Use the size of the problem to categorise situations and consider how to manage them,</p>	<p>Piece 1 Understand that sometimes assumptions can be made based on what people look like</p> <p>Piece 2 Understand what influences me to make assumptions based on how people look</p> <p>Piece 3 Understand that bullying is hard to spot, and I know what to do if I think it is happening</p> <p>Piece 4 Explain the role bystanders have in bullying</p> <p>Piece 5 Identify what is special about me and value the ways I am unique</p> <p>Piece 6 Explain a time when my first impression of someone changed</p>	<p>Piece 1 Explain my hopes and dreams and relate how it makes me feel to have them</p> <p>Piece 2 Understand that I may not achieve all my hopes and dreams and explore feelings associated</p> <p>Piece 3 Explore how reflecting on experiences can help me to understand associated feelings</p> <p>Piece 4 Explore how to overcome and re-plan new goals and plans</p> <p>Piece 5 Plan how to achieve a goal and work collaboratively to achieve it</p> <p>Piece 6 Show how mine and others contributions helped to achieve a goal</p>	<p>Piece 1 Recognise how friendship groups are formed and my place in them including feelings linked to friendships</p> <p>Piece 2 Understand the roles of different people in a group situation and the role I like to take</p> <p>Piece 3 Understand the facts about smoking and its effect on health including the reasons people start to smoke</p> <p>Piece 4 Understand the facts about alcohol and its effect on people's health including the reasons people drink alcohol</p> <p>Piece 5 Recognise when people are putting me under pressure and explain ways to resist this when I want to</p> <p>Piece 6 Understand what I believe is right and wrong</p>	<p>Piece 1 Recognise situations which can cause jealousy in a relationship</p> <p>Piece 2 Identify someone I love and express why they are special to me</p> <p>Piece 3 Explain about someone I know that I can no longer see</p> <p>Piece 4 Recognise how friendships change, explore how to make new friends and how to manage when I fall out with my friends</p> <p>Piece 5 Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>Piece 6 Understand how to show love and appreciation to the people and animals who are special to me</p>	<p>Year 3</p> <p>Piece 1 understand that animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p>Piece 2 Understand how babies grow and develop in the mother's uterus Understand what a baby needs to live and grow</p> <p>Piece 3 Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Piece 4 Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that bodies can make babies when they grow up</p> <p>Piece 5 Recognise any stereotypical ideas about parenting and family roles</p> <p>Piece 6 Identify what I am looking forward to when I move to my next class</p> <p>Year 4</p> <p>Piece 1</p>

<p>preventing catastrophizing and reducing /managing anxiety</p>					<p>Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from joining their egg and sperm</p> <p>Piece 2 Understand the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Piece 3 Describe how a girl's body changes for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Piece 4 Understand how the circle of change works apply it to changes I want to make in my life</p> <p>Piece 5 Identify changes that have been and may continue to be outside of my control</p> <p>Piece 6 Identify what I am looking forward to when I move to a new class</p>
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P.S.H.E Knowledge Gained: Impact

<ul style="list-style-type: none"> To use more detailed language to describe feelings To know what a democracy is and why it benefits communities To know the roles in my communities 	<ul style="list-style-type: none"> To use more detailed language to describe feelings To know the signs of bullying To know what is special and unique about myself To know what influences myself and others behaviour 	<ul style="list-style-type: none"> To use more detailed language to describe feelings To be able to describe my own hopes and dreams To know how to set goals and plan how to achieve them To know how to work collaboratively 	<ul style="list-style-type: none"> To use more detailed language to describe feelings To understand how friendships groups are formed and work To know the effect of smoking and drinking alcohol To understand on my own beliefs and my understanding of right and wrong 	<ul style="list-style-type: none"> To use more detailed language to describe feelings To understand how I can show love and support to people who are special to me To know how friendships change over time 	<ul style="list-style-type: none"> To use more detailed language to describe feelings To begin to describe how I feel about changes in me To know strategies, I can use to help me cope with physical and emotional changes. To reflect on changes I am approaching and how I face them
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P.E. skills: Implementation

Term 1 Football	Term 2 Gymnastics (Unit 1)	Term 3 Dance (Unit 1)	Term 4 Tennis	Term 5 Athletics	Term 6 Cricket
<ul style="list-style-type: none"> To use the inside of the foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving. To run onto the ball to receive it. To explore front and goal-side marking techniques. To perform a standing tackle to dispossess an attacker. To dribble, showing good control to progress forward. To pass and receive the ball over longer distances. To perform passing and moving with a teammate. 	<ul style="list-style-type: none"> To show full extension during a balance. To move in and out of contrasting shapes with fluency. To perform a sequence using different types of rolls. To perform powerful jumps from low apparatus. To perform in unison with a partner. To create a group performance using contrasting actions. 1. to perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To take weight on our hands, showing control. To develop a sequence using compositional ideas, e.g. changing speed. To co-operate as a group to refine a short sequence. To compare and judge sequences 	<ul style="list-style-type: none"> To perform a jazz square and use it in our dance. To perform a dance showing two contrasting characters. To develop movements using improvisation. To use props in our dance sequence. To use facial expressions to bring life and emotion to our dance. To take on the role of director to help others improve their dance. To use freeze frame in our dances. To perform a slide and roll confidently. To use a variety of formations when performing. To extend our 'mission dance' phrases using canon. To sequence our dance actions to show good flow. To create a 5 action dance routine showing good 'stage' entry. 	<ul style="list-style-type: none"> To use the ready position to return a ball. To hit the ball to different parts of the court using a forehand hit. To perform an underarm serve to start a rally. To move towards a ball to return it over the net. To play cooperatively with a partner to keep the ball moving over the net. To perform forehand hits to score points in a competition To return to the middle of the court after playing a shot. To accurately use the forehand in game situations to score points. To play a backhand shot with some control. To combine ready position and court movement to consistently return the serve. To work with a partner to score points in a game. To use forehand and backhand shots to score points in a competitive situation. 	<ul style="list-style-type: none"> To jump and hop in sequences. To run at different speeds. To approach and jump hurdles. To throw a javelin using the pull-throw technique. A variety of skipping techniques. To keep score accurately over a range of events. To challenge ourselves in running, jumping, and throwing tasks To accelerate over short distances. To run and jump using one-footed take-off. To use a sling action to throw a discus. To run on a curve and exchange a baton in our team To apply the skills we have developed in a competitive way. 	<ul style="list-style-type: none"> To hit a stationary ball into space using the straight drive. To bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball. To stop a moving ball using the long barrier technique. To throw longer distances overarm. To perform as a wicketkeeper. To hit the ball in different directions. To anticipate when to run to score singles. To intercept a moving ball with one hand. To bowl overarm. The pull shot and attempting it in a game. To field a bouncing ball effectively

P.E. Knowledge Gained: Impact

<ul style="list-style-type: none"> To know that I need to look forward when attacking a goal. To know how to use short passes to keep possession. To know how to show support, encouragement and good sportsmanship. To know how to sometimes, make decisions on the best time to tackle. To know when and how to send the ball over longer distances. To know how to work hard in a game and recognise the effects on yourself and your teammates. 	<ul style="list-style-type: none"> To know ways to improve a piece of work using compositional elements and implement changes. To know how to demonstrate some control when taking weight on hands. To know how to adapt actions and sequences to work with partners and small groups 	<ul style="list-style-type: none"> To know how to demonstrate and discuss performance skills. To know how to perform with increasing musicality with control and confidence. To know how to work as part of a group to listen and give ideas. 	<ul style="list-style-type: none"> To know how to use defensive tactics to defend the court. To know how to attempt to self-feed backhand shots. To know how to play competitively with others and against others in modified games. 	<ul style="list-style-type: none"> To know how to decide on ways to improve, run, jumps and throws and implement changes. To know how to throw a variety of objects, demonstrating accuracy. To know how to work with others to score and record distance and times accurately. 	<ul style="list-style-type: none"> To know how to with increasing consistency, choose where to direct a hit from a bowled ball. To know how to track and intercept the ball along the ground, sometimes collecting with 1 hand. To know how to show fair play, such as accepting if they were run out or stumped.
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French skills: Implementation

Term 1 J'apprends le Français	Term 2 Le Phonétique (Phonics and pronunciation)	Term 3 Je peux... (I Am Able...)	Term 4 La date (The date)	Term 5 Les saisons (Seasons)	Term 6 Les animaux (Animals)
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					

French Knowledge Gained: Impact

<ul style="list-style-type: none"> • To know how to greet others in French. • To know how to respond appropriately to questions asked about myself in French. • To know how to count to 10 • To know how to say colours in French 	<ul style="list-style-type: none"> • To know at least 5 digraphs in French • To know at least 3 Christmas themed words in French • To be able to add at least 1 digraph to a French word • To be able to pronounce at least 3 digraphs accurately in French. 	<ul style="list-style-type: none"> • To know 10 action verbs in French • To know how to use the verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • To know how to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but). 	<ul style="list-style-type: none"> • To be able to say the 7 days of the week in French • To be able to say the 12 months of the year in French. • To be able to ask and answer the question 'Quelle est la date aujourd'hui?' (What is the date today?). • To be able to ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?) • To be able to say numbers 1-31 in French. 	<ul style="list-style-type: none"> • To know the 4 seasons in French • To know a short phrase for each season in French. • To know how to say which season is their favourite and why, using conjunctions 'et' and 'car'. 	<ul style="list-style-type: none"> • To be able to say 5 animals in French with their correct determiner. • To be able to say 5 more animals in French with their correct determiner. • To be able to use the verb 'je suis' (I am) in French • To be able to correctly spell at least 5 animals with the correct spellings.
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LKS2

Forest School skills and activities: Implementation

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| <ul style="list-style-type: none">• Using your body over the styles• Getting ready independently• Foraging for wild fruit and harvest- blackberries• Survival and Foraging• Using natural and found resources• Make do and Mend• Compass and map skills to the woods.• Learning to find North on a compass.• Making 3D story maps• Victorian life• Victorian cooking over fires• Folk Tales• making plaster/mud footprints• Plant and fern identification• Fire making: independent use of flint and steels, using different tinders• King Alfred's cake identification• Child led activities• Pond management• Gardening – sowing seeds, weeding, watering, planting, harvesting and selling crops. | <ul style="list-style-type: none">• Exploring the stream in the woods• Emergence of spring, new shoots• identifying trees in winter first blossoms,• Identifying birds and eggs• Easter bonnets out of ivy and sticky weed• Bow saws- working in pairs.• 3D map• Games: you are only safe giants, wizards, elves games, parachute games• Making shelters in the woods.• Knot tying• Making rain gauges and monitoring rain fall at Forest School site.• Water conservations• Using tools- peelers to whittle wood• Making with clay, drying it on the fire,• Making and using charcoal to decorate with clay.• Transitions fire at the final session.• Mud kitchen and being creative with natural resources• Team building games• Bug hunting
• Physical activity – balance, teamwork, strength and safety• Walking in the local woodland and farming areas |
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