



Achievement for All, Learning Together, Learning for Life



## LKS2 Curriculum (Year 3 and 4)

[Cycle 1](#)

# KS2 Curriculum (Year 3 and 4)

## Cycle 1

### INTENT

See Reading Curriculum Road Map for supplementary texts

| <b>Term 1</b><br><b>Inventors and Inventions</b><br>What would our lives be like without engineers?   | <b>Term 2</b><br><b>Local landscape</b><br>How has our local area been impacted by change?   | <b>Term 3</b><br><b>Dreams and Goals</b><br>What makes a dream?  | <b>Term 4</b><br><b>South America</b><br>What kind of world do we want to create?   | <b>Term 5</b><br><b>Ancient Greece</b><br>Fact, Legend or Myth?   | <b>Term 6</b><br><b>Ancient Greece</b><br>How and Why do people try to make the world a better place?  |
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| <p><b>Core Texts:</b> <i>Rosie Revere</i> by Andrea Beatty<br/><i>The Lost Thing</i> by Shaun Tan</p> <p><b>Science:</b> Forces and Magnets</p> <p><b>Computing:</b> 3.2 online safety 3.3 spreadsheets</p> <p><b>History:</b> Which inventions changed the way we live?</p> <p><b>DT:</b> Technical design</p> <p><b>RE:</b> Understanding <b>Christianity</b> – Creation and the Fall: What do Christians learn from the creation story?</p> <p><b>Music:</b> Samba band/ make own instruments</p> <p><b>PSHE:</b> Being me in the world</p> <p><b>PE:</b> Rugby</p> <p><b>French:</b> All about me</p> | <p><b>Core Texts:</b> <i>Just So Stories</i> By Kipling<br/>John Agard and Grace Nicholls poetry</p> <p><b>Science:</b> Living things and their habitats</p> <p><b>Computing:</b> 3.5 Email</p> <p><b>History:</b> How has our local area been impacted by change?</p> <p><b>Geography:</b> How did the losing the railway affect our area?</p> <p><b>Art:</b> Drawing and printing, exploring patterns</p> <p><b>RE</b> Understanding <b>Christianity</b> – People of GOD What is it like for someone to follow God?</p> <p><b>Music:</b> Jungle book/ Christmas songs</p> <p><b>PSHE:</b> Celebrating Difference</p> <p><b>PE:</b> Gymnastics (Unit 2)</p> <p><b>French:</b> Christmas</p> | <p><b>Core Texts:</b> <i>Revoltin' Rhymes</i> of Roald Dahl</p> <p><b>Computing:</b> 3.4 Touch typing</p> <p><b>Science:</b> States of matter 1</p> <p><b>Geography:</b> How would you describe the geography of the UK?</p> <p><b>DT:</b> Textiles</p> <p><b>RE: Islam:</b> How do festivals and worship show what matters to a Muslim.</p> <p><b>Music:</b> Musical world of Roald Dahl</p> <p><b>PSHE:</b> Dreams and Goals</p> <p><b>PE:</b> Dance (Unit 2)</p> <p><b>French:</b> Where I live</p> | <p><b>Core Texts:</b> <i>The Great Kapok Tree</i> by Lynne Cherry<br/><i>The Vanishing Forest</i> by Richard Platt</p> <p><b>Computing:</b> 3.6 Branching databases</p> <p><b>Science:</b> Animals including humans</p> <p><b>Geography:</b> How do people live in South America?</p> <p><b>History:</b> Who were the Mayans and why should we study them?</p> <p><b>Art:</b> Amazonian painting</p> <p><b>RE:</b> Understanding <b>Christianity</b> – Gospel What kind of world did Jesus want?</p> <p><b>Music:</b> Sending musical messages</p> <p><b>PSHE:</b> Healthy Me</p> <p><b>PE:</b> Volleyball</p> <p><b>French:</b> All about me</p> | <p><b>Core Texts:</b> <i>Icarus and Daedulus</i> and <i>Theseus and the Minotaur</i> By Geraldine McCaughrean<br/><i>Percy Jackson and The Lightning Thief</i> By Rick O'Riordan</p> <p><b>Computing:</b> 4.10 artificial intelligence 3.8 graphing</p> <p><b>Science:</b> States of Matter 2</p> <p><b>History:</b> Ancient Greece: fact, legend or myth?</p> <p><b>Art:</b> Greek Art</p> <p><b>RE:</b> Judaism: How do festivals and family life show what matters to Jewish people.</p> <p><b>Music:</b> Composing graphic scores</p> <p><b>PSHE:</b> Relationships</p> <p><b>PE:</b> Athletics</p> <p><b>French:</b> Stories and songs</p> | <p><b>Core Texts:</b> Non-fiction text about The Olympics and Paralympics<br/><i>Little People Big Dreams</i> biographies.</p> <p><b>Science:</b> Sound</p> <p><b>Computing:</b> Coding<br/>L1 3.1<br/>L2 3.1<br/>L2 4.1<br/>L3 4.1<br/>L4 4.1 L1 4.1</p> <p><b>Geography:</b> How has the geography of Greece shaped its people?</p> <p><b>DT:</b> Clay Pots</p> <p><b>RE:</b> How and Why do people try to make the world a better place?</p> <p><b>PSHE:</b> Changing Me</p> <p><b>Music:</b> Production songs</p> <p><b>PE:</b> OAA</p> <p><b>French:</b> Weather and Life in France</p> |
| <p>Hans Christian Oersted<br/>William Gilbert<br/>Thomas Edison<br/>Alexandra Graeme Bell<br/>Hedy Lamarr</p>   | <p>Matisse<br/>Jane Goodall<br/>Steve Irwin</p>  | <p>Roald Dahl<br/>Bernard Palissy</p> <p>Little people big dreams linked to England Ireland, Scotland &amp; Wales</p>  | <p>Henri Rousseau<br/>Dan Fenelon</p>   | <p>Mary Anning<br/>Elizabeth Philpott</p>   | <p>Heinrich Hertz</p>  |

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| <b>Term 1</b><br>Energisising Engineers<br>and Incredible<br>Inventions | <b>Term 2</b><br>Where in the World are<br>we? | <b>Term 3</b><br>Roald Dahl | <b>Term 4</b><br>Amazon Adventures | <b>Term 5</b><br>Ancient Greece | <b>Term 6</b><br>Ancient Greece |
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### Literacy genres

(adaptable according to needs and interests of children)

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| <p><b>Key Texts:</b>, Frank Einstein and the Antimatter Motor, The Lost Thing, <u>Non-fiction</u>, Rosie Revere: Engineer</p> <p>Frank Einstein</p> <p>Rosie Revere Engineer</p> <p>Newton</p> <p>Biographies about a famous engineer</p> <p>Charlie and the Chocolate Factory – write report based on one of the rooms that they make the sweets in</p> <p>Instructions – how to operate an incredible invention</p> | <p><b>Key Texts:</b> <u>Kipling, Just So Stories</u>, Own version of just so stories (Tinga tinga tales BBC I player) Stories from other cultures</p> <p>Poetry by local poets – Grace Nicholls and Johnathan Ayygard</p> | <p><b>Key Texts:</b> The Giraffe, the Pelly and Me; The Magic Finger, Character descriptions of a character<br/>Revolting Rhymes – write their own</p> | <p>Key Texts: The Great Kapok Tree,</p> <p>Non-chronological reports about the Amazon rainforest</p> <p>Short narratives based on The Explorer</p> | <p>Key Texts: Percy Jackson and the Lightening Thief (? – maybe too tricky have as guided reader)</p> <p>Icarus and Daedalus</p> <p>Write own myth</p> <p>Turn a myth into a play script</p> | <p>Greek Mythology, Theseus and the Minotaur</p> <p>Non Chronological report on modern Greece – the Olympics<br/>New sports added in – can they write a persuasive letter to accept a new sport into the Olympics/ Paralympics<br/>Little People Big Dreams series (Ellie Simmonds) for an athlete</p> |
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### Maths themes

(adaptable according to needs of children)

Maths overview adapted from <https://whiterosemaths.com>

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| <b>Place Value</b><br><br><b>Addition and Subtraction</b> | <b>Addition and Subtraction</b><br><br><b>Measurement</b><br>Y4 Area<br><br><b>Multiplication and Division</b><br>A | <b>Multiplication and Division B</b><br><br><b>Measurement</b><br>Length, perimeter and area<br><br><b>Fractions</b><br>Y4 Decimals | <b>Fractions</b><br><br><b>Measurement</b><br>Mass and Capacity<br><br><b>Decimals</b><br><br><b>Consolidation</b> | <b>Fractions</b><br><br><b>Decimals</b><br>Including Money<br><br><b>Measurement</b><br>Time | <b>Statistics</b><br><br><b>Geometry</b><br>Properties of shape, position and direction<br><br><b>Consolidation</b> |
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## Science skills: Implementation

| Term 1<br>Forces and Magnets  | Term 2<br>Living things and their habitats   | Term 3<br>States of matter 1   | Term 4<br>Animals including humans   | Term 5<br>States of matter 2   | Term 6<br>Sound   |
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| <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> | <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p> | <p>Identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Find out about how different parts of the body have special functions</p> | <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Identify how sounds are made, associating them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sounds and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> |

## Working Scientifically skills: Implementation

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| <p><b>Working scientifically:</b></p> <p>Fair test</p> <p>Recording results</p> <p>Explaining Conclusions</p> <p>Observing</p> <p>Identifying important information</p> | <p><b>Working scientifically:</b></p> <p>Group and classify</p> <p>Presenting results</p> <p>Asking questions</p> <p>Explaining Conclusions</p> | <p><b>Working scientifically:</b></p> <p>Predicting</p> <p>Method and equipment</p> <p>Taking Measurements</p> <p>Identifying information</p> <p>So what?</p> <p>Safety</p> | <p><b>Working scientifically:</b></p> <p>Asking questions</p> <p>Method and equipment</p> <p>Grouping and classifying</p> <p>So what?</p> | <p><b>Working scientifically:</b></p> <p>Observing</p> <p>Classifying and sorting</p> <p>Measuring</p> <p>Conclusions</p> <p>Present results</p> | <p><b>Working scientifically:</b></p> <p>Scientific questioning</p> <p>Taking measurements</p> <p>Presenting results</p> <p>Predicting</p> <p>Fair test</p> <p>Suggesting improvements</p> |
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## Scientific Knowledge Gained: Impact

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| <p>To know that magnets have north and south poles and that opposites attract.</p> <p>To notice that there are always two objects involved in a force – one that exerts the force, which acts on something else.</p> <p>To know that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>To know that friction is a force when 2 surfaces rub together.</p> <p>To carry out simple tests to see how the strength of the force varies.</p> <p>To try out ways of slowing things down e.g. braking on a bicycle, the effect of friction between surfaces.</p> | <p>To know and identify the seven life processes.</p> <p>To know how to use/create a classification and key to identify living things.</p> <p>To name and sort into the 5 main animal groups.</p> <p>To identify/classify living things in their local environment.</p> <p>To know the effect that human activity has on the environment.</p> | <p>To know the stages of the water cycle.</p> <p>To know and understand the vocabulary linked to the stages of the water cycle.</p> <p>To know what solids, liquids and gases are and the differences between them.</p> <p>To know what solids, liquids and gases are and the differences between them.</p> <p>To know that water freezes at 0 degrees and boils at 100 degrees.</p> <p>To know the particles structure in Solid, Liquid and Gas.</p> | <p>To know what animals and humans need to survive (MRS GREN).</p> <p>To know how animals can be grouped depending on their characteristics.</p> <p>To know the names of some bones in a human body and describe how they protect parts of the body.</p> <p>To compare the skeletons of different animals and know why these are different.</p> <p>To know how muscles help movement in the body.</p> <p>To know different food groups and how they affect our bodies.</p> | <p>To know how soils are formed.</p> <p>To know how fossils are formed over time.</p> <p>To identify different soils.</p> <p>To recognise soils are made of rocks and organic matter.</p> | <p>To know that sounds are created by vibrations.</p> <p>To know the structure of the ear.</p> <p>To know that vibrations from sounds travel through a medium to the ear</p> <p>To know that bigger vibrations lead to louder sounds.</p> <p>To know and understand high and low pitch.</p> <p>To find patterns between the pitch/volume of a sound and features of the object that produced it/strength of vibration</p> <p>To know that sounds gets fainter when the distance from the sound source changes.</p> |
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## Computing skills: Implementation

| <p style="text-align: center;"><b>Term 1</b></p> <p style="text-align: center;">Unit 3.2 Online safety<br/>Unit 3.3 Spreadsheets</p>  | <p style="text-align: center;"><b>Term 2</b></p> <p style="text-align: center;">Unit 3.5 Email</p>  | <p style="text-align: center;"><b>Term 3</b></p> <p style="text-align: center;">Unit 3.4 Touch typing</p>   | <p style="text-align: center;"><b>Term 4</b></p> <p style="text-align: center;">Unit 3.6 Branching Databases</p>   | <p style="text-align: center;"><b>Term 5</b></p> <p style="text-align: center;">Unit 4.10 Artificial intelligence<br/>Unit 3.8 Graphing</p>   | <p style="text-align: center;"><b>Term 6</b></p> <p style="text-align: center;">Coding<br/>L1 3.1<br/>L2 3.1<br/>L1 4.1<br/>L2 4.1<br/>L3 4.1<br/>L4 4.1</p>   |
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| <p><b>Online Safety</b><br/>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience</p> <p>To consider if what can be read on websites is always true.</p> <p>To look at a 'spoof' website.</p> <p>To create a 'spoof' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p><b>Spreadsheets</b><br/>To add and edit data in a table layout.</p> <p>To find out how spreadsheet programs can automatically create graphs from data.</p> | <p>To think about the different methods of communication</p> <p>To open and respond to an email.</p> <p>To write an email to someone from an address book</p> <p>To learn how to use email safely.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email</p> <p>To explore a simulated email scenario.</p> | <p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys</p> <p>To practice and improve typing for home, bottom, and top rows.</p> <p>To practice the keys typed with the left hand.</p> <p>To practice the keys typed with the right hand</p> | <p>To sort objects using just YES/NO questions</p> <p>To complete a branching database using 2Question</p> <p>To create a branching database of the children's choice.</p> | <p>To understand the basic concept of artificial intelligence.</p> <p>To identify real-life examples of artificial intelligence.</p> <p>To recognise the impact of artificial intelligence in daily life.</p> <p>To recap what is meant by the terminology artificial intelligence.</p> <p>To explore how artificial intelligence can assist and benefit us in various aspects of daily life.<br/>To understand the potential applications and impact of AI in the future.</p> <p>To encourage critical thinking and creativity when thinking about the future of AI.</p> <p>To understand how artificial intelligence is being used to create music and art.</p> <p>To use artificial intelligence to create music and art.</p> <p><b>Graphing</b><br/>Introducing 2Graph</p> <p>Using 2Graph in an investigation.</p> | <p>To review previous coding knowledge.</p> <p>To understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>To understand that there are different types of timers.</p> <p>To be able to select the right type of timer for a purpose.</p> <p>To begin to understand selection in computer programming.<br/>To understand how an IF statement works</p> <p>To understand how to use coordinates in computer programming.</p> <p>To understand how an IF statement works.</p> <p>To understand the Repeat until command.</p> <p>To begin to understand selection in computer programming.</p> <p>To understand how an IF/ELSE statement works.</p> <p>To review coding vocabulary and knowledge.</p> <p>To create a simple computer program.</p> |

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| To introduce the 'more than', 'less than' and 'equals' tools.                           |  |  |  |  |  |
| To introduce the 'spin' tool and show how it can be used to count through times tables. |  |  |  |  |  |
| To introduce the Advanced mode of 2Calculate.   |  |  |  |  |  |
| To learn about describing cells using their addresses.                                  |  |  |  |  |  |

## Computing Knowledge Gained: Impact

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| <p><b>Online Safety</b><br/>Children understand what makes a good password for use on the Internet.</p> <p>Children are beginning to realise the outcomes of not keeping passwords safe.</p> <p>Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.<br/>Children have contributed to a class blog with clear and appropriate messages. .</p> <p>Children understand that some information held on websites may not be accurate or true.</p> <p>Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.<br/>Children have accessed and assessed a 'spoof' website.</p> <p>Children have created their own 'spoof' webpage mock-up.</p> <p>Children have shared their 'spoof' web page on a class display board.</p> <p>Children can identify some physical and emotional effects of playing/watching inappropriate content/games.</p> <p>Children relate cyberbullying to bullying in the real-world and</p> | <p><b>Email</b><br/>Children can list a range of different ways to communicate.</p> <p>Children can use 2Connect to highlight the strengths and weaknesses of each method.</p> <p>Children can open an email and respond to it.</p> <p>Children have sent emails to other children in the class.<br/>Children have written rules about how to stay safe using email.</p> <p>Children have contributed to classmates' rules.</p> <p>Children have created a quiz about email safety which explores scenarios that they could come across in the future.</p> <p>Children can attach work to an email.</p> <p>Children know what CC means and how to use it. • Children can read and respond to a series of email communications.</p> <p>Children can attach files appropriately and use email communication to explore ideas.</p> | <p><b>Touch Typing</b><br/>Children understand the names of the fingers.</p> <p>Children understand what is meant by the home, bottom, and top rows.</p> <p>Children have developed the ability to touch type the home, bottom, and top rows.</p> <p>Children can use two hands to type the letters on the keyboard.<br/>Children can touch type using the left hand.<br/>Children can touch type using the right hand.</p> | <p><b>Branching Databases</b><br/>Children understand how YES/NO questions are structured and answered.</p> <p>Children have used YES/NO questioning to play a simple game with a friend.</p> <p>Children can explain why they choose a particular question to split their database.<br/>Children have contributed to a class branching database about fruit.<br/>Children have completed a branching database about vegetables.</p> <p>Children can choose a suitable topic for a branching database.</p> <p>Children can select and save appropriate images.</p> <p>Children can create a branching database.</p> <p>Children know how to use and debug their own and others' branching databases.</p> | <p><b>Artificial intelligence</b><br/>Children can define artificial intelligence in their own words.</p> <p>Children can identify at least three examples of artificial intelligence.</p> <p>Children can define artificial intelligence.</p> <p>Children can understand where AI can help us in our daily lives.</p> <p>Children can use critical thinking and creativity in envisioning the future of AI.</p> <p>Children can express their ideas about the future of AI.</p> <p>Children can collaborate effectively.</p> <p>Children can try to distinguish between creative compositions made by humans and those made using artificial intelligence.</p> <p>Children can use artificial intelligence to create images and music.</p> <p><b>Graphing</b></p> <p>Children can set up a graph with a given number of fields.</p> <p>Children can enter data for a graph.</p> <p>Children can produce and share graphs made on the computer.</p> <p>Children have solved a maths question using graphing.</p> | <p><b>Coding</b><br/>Children can read and explain a flowchart</p> <p>Children can use a flowchart to create a computer program.</p> <p>Children can create a computer program that uses click events and timers.</p> <p>Children can create a program that uses a timer-after command<br/>Children can create a program that uses a timer-every command</p> <p>Children understand there can be different ways to solve a problem.</p> <p>Children can create a program that includes an IF statement.</p> <p>Children can interpret a flowchart that depicts an IF statement.</p> <p>Children can make use of the X and Y attributes (properties) of objects in their coding.</p> <p>Children can create a program that includes an IF statement.</p> <p>Children can read code that includes repeat until and IF/ ELSE and explain how it works.</p> <p>Children can create a program that includes an IF/ ELSE statement.</p> <p>Children can interpret a flowchart that depicts an IF/ ELSE statement.</p> |
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| <p>have strategies for dealing with online bullying including screenshot and reporting.</p> <p><b>Spreadsheets</b><br/>Children can create a table of data on a spreadsheet.</p> <p>Children can use a spreadsheet program to automatically create charts and graphs from data.</p> <p>Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.</p> <p>Children can use the 'spin' tool to count through times tables.</p> <p>Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.</p> <p>Children can find specified locations in a spreadsheet.</p> |  |  |  | <p>Children can present the results in a range of graphical formats.</p> <p>Children can use the sorting option to make analysis of their data easier.</p> | <p>Children can explore different object types in 2Code. • Children can use a background and objects to create a scene.</p> <p>Children can plan an algorithm for their scene and use 2Code to program it</p> |
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## History skills: Implementation

| Term 1<br>Which inventions changed the way we live?  | Term 2<br>How has our local area been impacted by change?   | Term 4<br>Who were the Mayans and why should we study them?   | Term 5 and 6<br>Ancient Greece: fact, legend or myth?  |
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| <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> | <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Place some historical periods in a chronological framework</p> | <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Place some historical periods in a chronological framework</p> <p>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300</p> | <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Understand that sources can contradict each other</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world</p> |

## Historical Knowledge Gained: Impact

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| <p>To know who Alexander Graham Bell and what he invented.</p> <p>To know who Thomas Edison is and what he invented.</p> <p>To know the names of other inventors/engineers who's ideas have had an impact on society.</p> <p>To know how my life has changed as a result of others.</p> <p>To know what day, week, fortnight, month, decade, century and millennium mean.</p> | <p>To know how the local area has changed over the last 100 years (Ashdown Forest).</p> <p>To know key events in my own life.</p> <p>To know some key dates for the local area (e.g. church, school, shop openings)</p> <p>To know significant events in the history of my village.</p> <p>To know how different events in local history fit onto a timeline.</p> <p>To know how events in local history have impacted modern life.</p> | <p>To know that lots of sources give us information about the past.</p> <p>To know the names of some historical periods in history and how they fit in a timeline.</p> <p>To know who the Mayans are and what impact they had on my life.</p> <p>To know how the Mayans lived and the differences and similarities to my life now.</p> | <p>To know that sources can contradict each other.</p> <p>To know how the Greeks impacted modern life.</p> <p>To know some key figures who impacted the Ancient Greeks</p> <p>To know where the Ancient Greeks fit into a timeline (including relating to Jesus' birth)</p> <p>To know the impact the Greeks had on the Olympics.</p> <p>To know the difference between Greek and Mayan life.</p> <p>To know the names of some Greek gods and their myths.</p> <p>To know the difference and similarities between modern and Greek architecture.</p> |
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## Geographical skills: **Implementation**

| <b>Term 2</b><br>How did the losing the railway affect our area?  | <b>Term 3</b><br>How would you describe the Geography of the UK?  | <b>Term 4</b><br>How do people live in South America?  | <b>Term 6</b><br>How has the geography of Greece shaped its people?  |
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| <ul style="list-style-type: none"> <li>Use ordnance survey maps to locate key geographical features</li> <li>Make more detailed fieldwork sketches/diagrams</li> <li>Use fieldwork instruments e.g. camera, rain gauge</li> <li>Identify physical and human features of the locality</li> <li>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</li> <li>Demonstrate knowledge of features about places around them</li> <li>Know how the locality is set within a wider geographical context</li> <li>Plan the steps and strategies for an enquiry</li> <li>Draw accurate maps with more complex keys</li> </ul> | <ul style="list-style-type: none"> <li>Identify where counties are within the UK</li> <li>Identify key topographical features using maps and atlases</li> <li>Name and locate the cities of the UK</li> <li>Use four figure grid references to locate key features</li> <li>Use the 8 points of a compass to describe features of the UK</li> <li>Make plans and maps to demonstrate features using symbols and keys</li> <li>Describe physical and human features of UK regions, cities and /or counties</li> <li>Know about the wider context of places - region, country</li> <li>Explore features on OS maps using 6 figure grid references</li> <li>Draw accurate maps with more complex keys</li> </ul> | <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</li> <li>Recognise there are similarities and differences between places</li> <li>Understand the effect of landscape features on the development of a locality</li> <li>Understand climate zones, biomes and vegetation belts</li> <li>Describe how people have been affected by changes in the environment</li> <li>Know about the wider context of places - region, country</li> <li>Identify position and significance of Equator, Northern and Southern Hemisphere, Tropic of Cancer and Capricorn</li> </ul> | <ul style="list-style-type: none"> <li>Make plans and maps using symbols and keys</li> <li>Identify physical and human features of the locality</li> <li>Understand geographical similarities and differences through the study of human and physical geography</li> <li>Explain about weather conditions /patterns around Southern Europe</li> <li>Know about the wider context of places - region, country</li> <li>Draw accurate maps with more complex keys</li> <li>Explain about key natural resources e.g. water in the locality</li> </ul> |

## Geographical Knowledge Gained: **Impact**

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| <ul style="list-style-type: none"> <li>To know how to use ordnance survey maps of local area</li> <li>To know that different skills and instruments are needed for fieldwork</li> <li>To know how to ask geographical enquiry questions</li> <li>To know human and physical features of my local area and how they have changed</li> <li>To know how geographical change can have lasting impact on the local population</li> </ul> | <ul style="list-style-type: none"> <li>To know how to use the 8 compass points to describe features the UK</li> <li>To know which county I live in and know the names and locations of others.</li> <li>To know how to use geographical language to describe the UK</li> <li>To know key topographical features of the UK</li> </ul> | <ul style="list-style-type: none"> <li>To know where South America is located</li> <li>To know human and physical features of South America</li> <li>To know the pull and push factors of urban settlements</li> <li>To know there are similarities and differences between Brazil and the UK</li> <li>To know the impact of deforestation</li> <li>To know location of the rainforest biome is due to climate conditions at the equator</li> </ul> | <ul style="list-style-type: none"> <li>To know similarities and differences between ancient and modern Greece.</li> <li>To know the impact that the geography of Greece has on its people</li> <li>To know and name some Greek Islands.</li> <li>To know some landmarks in ancient and modern Greece.</li> </ul> |
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## Art skills: Implementation

### Term 2

#### Drawing and printing, exploring patterns

- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work
- He/she is able to create a **collage** using overlapping and layering
- Explain what he/she likes or dislikes about their work
- Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
- Draw familiar objects with correct proportions
- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes
- 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

### Term 4

#### Amazonian painting

- 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
- Create **printing blocks** using relief or impressed techniques
- 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

### Term 5

#### Greek Art

- 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
- 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

- To know the names and works of some artists- knowing that different artists use different techniques e.g. **Matisse** to know how to create a collage using overlapping and layering
- To know that art and colours can represent and evoke different emotions and use quick-print foam printing techniques.
- To know that mixing colours can create different colours and shades
- To know the meaning of proportion, accuracy and tonal shading.

- To know the names and works of some artists- knowing that different artists use different techniques e.g. **Henri Rousseau & Dan Fenelon**
- To know the size of my brush will affect the stroke.
- To know how art and symbols were used by the Mayans to tell stories and share their culture. To know how to use **tile block printing** to develop Mayan artwork.

- To know how to use a variety of techniques e.g. **marbling**, silkscreen and cold water paste.
- To know the meaning of the words proportion, accuracy and tonal shading.
- To know why art was important to the Ancient Greeks and how it compares to now.
- To know a Greek myth, shown through artwork.

Design and Technology skills: Implementation

| Term 1<br>Technical design  | Term 3<br>Textiles  | Term 6<br>Clay Pots   |
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| <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Compare and recreate form of natural and manmade objects</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> | <p>Add detail to work using different types of stitch, including cross-stitch</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Print on fabrics using tie-dyes or batik</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p> <p>Use taught technical skills to adapt and improve his/her work</p> | <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Create designs using annotated sketches and diagrams.</p> <p>Make suitable choices from a wide range of tools and unfamiliar materials</p> <p>Use knowledge of existing products to design his/her own functional product.</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</p> |

Design and Technological Knowledge Gained: Impact

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| <p>To know how to create an invention to solve a problem and that designing something first, with a prototype initially developed, creates a better final result.</p> <p>To know the names and work of designers- Dyson</p> | <p>To know some different ways to join and work with fabric.</p> <p>To know how to thread a needle and secure it so the thread will not come loose.</p> <p>To know how to do a basic running stitch</p> <p>To know the successes and ways forward in my own work.</p> | <p>To know clay can be used for a variety of purposes.</p> <p>To know the Ancient Greeks decorated their pots with stories and pictures &amp; to know how the Ancient Greeks used their pots.</p> <p>To know how art relates to Greek story telling.</p> <p>To know how to design and create a Greek clay pot, using research to develop knowledge of existing product.</p> |
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## R.E. skills: Implementation

| Term 1<br><b>Understanding Christianity –</b><br>Creation and the Fall:<br>What do Christians learn from<br>the Creation story?   | Term 2<br><b>Understanding</b><br><b>Christianity –</b> People of<br>God. What is it like for<br>someone to follow God?  | Term 3<br><b>Islam –</b> How do festivals<br>and worship show what<br>matters to a Muslim?   | Term 4<br><b>Understanding Christianity –</b> Gospel.<br>What kind of world did Jesus want?  | Term 5<br><b>Judaism -</b> How do festivals<br>and family life show what<br>matters to Jewish people?  | Term 6<br><br>How and why do people try to<br>make the world a better place?   |
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| <p><b>Make sense of belief:</b><br/>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p><b>Understand the impact:</b><br/>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p><b>Make connections:</b><br/>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> | <p><b>Make sense of belief:</b><br/>Make clear links between the story of Noah and the idea of covenant</p> <p><b>Understand the impact:</b><br/>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p><b>Make connections:</b><br/>Make links between the story of Noah and how we live in school and the wider world.</p> | <p><b>Make sense of belief:</b><br/>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p><b>Understand the impact:</b><br/>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p><b>Make connections:</b><br/>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> | <p><b>Make sense of belief:</b><br/>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p><b>Understand the impact:</b><br/>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p><b>Make connections:</b><br/>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> | <p><b>Make sense of belief:</b><br/>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p><b>Understand the impact:</b><br/>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p><b>Make connections:</b><br/>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> | <p><b>Make sense of belief:</b><br/>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p><b>Understand the impact:</b><br/>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p><b>Make connections:</b><br/>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p> |

## R.E. Knowledge Gained: Impact

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| <p>To know that Christians believe that:</p> <p>God the creator cares for the creation, including human beings</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to be close to him – he keeps his relationship with them, gives them guidance on good ways to live (such as the Ten Commandments)</p> <p><i>Building Block from EYFS:</i> Christians believe that God made our wonderful world and everything in it and so we should look after it.</p> | <p>To know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.</p> <p>To know the People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>To know that they believe he promises to stay with them and Bible stories show how God keeps his promises.</p> | <p>To know the meaning of the words 'Islam' and 'Muslim'.</p> <p>To know how Surah 1 (chapter 1) of the Qur'an tells Muslims about what God is like.</p> <p>To know why Muslims pray and what happens in prayer.</p> <p>To know how praying in the mosque is different to praying at home.</p> <p>To know what Ramadan is and why Muslims fast.</p> <p>To know what happens at Eid-ul-Fitr and to know why Muslims celebrate the end of Ramadan.</p> | <p>To know Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first</p> <p>To know that Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</p> <p>To know that Christians believe Jesus' life shows what it means to love God and love your neighbour</p> <p>To know that Christians try to be like Jesus – they want to know him better and better</p> <p>To know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> | <p>To know that Rosh Hashanah is the Jewish New Year festival.</p> <p>To know that Yom Kippur is 'The Day of Atonement'.</p> <p>To know the story of the Passover.</p> <p>To know how Passover is celebrated in Jewish homes.</p> <p>To know that Jewish people follow the Ten Commandments and what these are.</p> <p>To know some Jewish prayers.</p> | <p>To know some ways in which the world is not such a good place.</p> <p>To know that Christians believe God helps them through the Holy Spirit and Muslims believe people do good and bad deeds.</p> <p>To know that rules are important for all people, not just those who follow religion.</p> <p>To know that there are ideas and individuals that help inspire people to make the world a better place.</p> <p>To know about the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr)</p> <p>To know how Christian Aid and Islamic Relief help people around the world.</p> |
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## Musical skills: **Implementation**

| Term 1<br>Samba band/ make own instruments  | Term 2<br>Jungle book/ Christmas songs   | Term 3<br>Musical world of Roald Dahl  | Term 4<br>Sending musical messages  | Term 5<br>Composing graphic scores   | Term 6<br>Production songs  |
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| <p>Recognise a range of musical instruments</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p> | <p>Listen with direction to a range of high quality music<br/>Begin to listen to and recall sounds with increasing aural memory</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> | <p>Listen with direction to a range of high quality music</p> <p>Listen to and recall sounds with increasing aural memory</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> | <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Develop an understanding of formal, written notation which includes minims and quavers</p> | <p>Listen with direction to a range of high quality music</p> <p>Understand that composition is when a composer writes down and records a musical ideas</p> <p>Recognise a range of musical instruments and the different sounds they make</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> <p>Understand that texture describes the layers of sound in music</p> | <p>Listen to and recall sounds with increasing aural memory</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Sing songs with multiple parts with increasing confidence</p> |

## Musical Knowledge Gained: **Impact**

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| <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 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 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<br>Being Me in My World (3)  | Term 2<br>Celebrating Difference (3)  | Term 3<br>Dreams and Goals (3)  | Term 4<br>Healthy Me (3)   | Term 5<br>Relationships (3)   | Term 6<br>Changing Me (3 & 4)  |
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| <p><b>Piece 1</b><br/>Recognise my worth and identify positive things about myself and my achievements.</p> <p>Set personal goals</p> <p><b>Piece 2</b><br/>Face new challenges positively, make responsible choices and ask for help when I need it</p> <p><b>Piece 3</b><br/>Understand why rules are needed and how they relate to rights and responsibilities.</p> <p><b>Piece 4</b><br/>Understand that my actions affect myself and others and I care about other people's feelings</p> <p><b>Piece 5</b><br/>Begin to understand how to make responsible choices and act on them</p> <p><b>Piece 6</b><br/>Understand how my actions affect others and understanding how to see things from their points of view</p> <p><b>Zones of regulation</b><br/>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, preventing catastrophizing and reducing /managing anxiety</p> | <p><b>Piece 1</b><br/>Understand that everybody's family is different and important to them</p> <p><b>Piece 2</b><br/>Understand that differences and conflicts sometimes happen among family members</p> <p><b>Piece 3</b><br/>Understand what it means to be a witness to bullying</p> <p><b>Piece 4</b><br/>Understand that being witness to a situation can make it better or worse</p> <p><b>Piece 5</b><br/>Recognise that words can be used in hurtful ways</p> <p><b>Piece 6</b><br/>Understand that my words can affect someone's feelings and the consequence of it</p> | <p><b>Piece 1</b><br/>Understand the challenges faced by people when they achieve success</p> <p><b>Piece 2</b><br/>Identify an ambition that is important to me</p> <p><b>Piece 3</b><br/>Understand the process when taking on a new challenge and what the best way for me to achieve it is</p> <p><b>Piece 4</b><br/>Understand what motivates me to achieve a challenge</p> <p><b>Piece 5</b><br/>Understand the obstacles I may come to when trying to achieve something and how to overcome them</p> <p><b>Piece 6</b><br/>Evaluate and reflect on my own learning process</p> | <p><b>Piece 1</b><br/>Understand how exercise affects my body and the importance of my heart and lungs</p> <p><b>Piece 2</b><br/>Understand the affect that the amount of calories, fats and sugar has on my body</p> <p><b>Piece 3</b><br/>Explain my attitude and understanding of drugs</p> <p><b>Piece 4</b><br/>Identify things, people and places that I need to keep safe from</p> <p>Understand strategies for keeping myself safe, who can help and how to call emergency services</p> <p><b>Piece 5</b><br/>Understand when I feel safe and unsafe</p> <p><b>Piece 6</b><br/>Understand how complex my body is and the importance of taking care of it</p> | <p><b>Piece 1</b><br/>Identify the roles and responsibilities of family members and reflect on expectations for males and females.</p> <p><b>Piece 2</b><br/>Understand and practice the skills of friendship</p> <p><b>Piece 3</b><br/>Understand strategies for keeping myself safe online</p> <p><b>Piece 4</b><br/>Understand how the actions and work of people around the world help and influence my life</p> <p><b>Piece 5</b><br/>Understand how my needs and rights are shared by children around the world and identify how our lives may be different</p> <p><b>Piece 6</b><br/>Begin to express my appreciation to my friends and family</p> | <p><b>Year 3</b></p> <p><b>Piece 1</b><br/>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><b>Piece 2</b><br/>Understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow</p> <p><b>Piece 3</b><br/>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><b>Piece 4</b><br/>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><b>Piece 5</b><br/>Recognise any stereotypical ideas about parenting and family roles</p> <p><b>Piece 6</b><br/>Identify what I am looking forward to when I move to my next class</p> <p><b>Year 4</b></p> <p><b>Piece 1</b><br/>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><b>Piece 2</b><br/>Understand the internal and external parts of male and female</p> |



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|  |  |  |  |  | <p>bodies that are necessary for making a baby</p> <p><b>Piece 3</b><br/>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><b>Piece 4</b><br/>Understand how the circle of change works apply it to changes I want to make in my life</p> <p><b>Piece 5</b><br/>Identify changes that have been and may continue to be outside of my control</p> <p><b>Piece 6</b><br/>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**

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| <p>To know mine and others value</p> <p>To know how it feels to be happy, sad, scared and identify this in others</p> <p>To know how to make others feel valued</p> <p>To know that my actions have rewards/consequences.</p> <p>To work collaboratively in a group</p> | <p>To use more detailed language to describe feelings</p> <p>To know how to use strategies to calm myself and come up with solutions</p> <p>To know ways of helping make others feel better</p> <p>To know how to give and receive compliments</p> | <p>To use more detailed language to describe feelings</p> <p>To know how to break down a goal into manageable steps</p> <p>To know my own role in achieving my goals</p> <p>To know how to tackle obstacles when they arise</p> | <p>To use more detailed language to describe feelings</p> <p>To know how to make healthy life choices</p> <p>To express my thoughts about drugs</p> <p>To know how to keep myself and others safe</p> | <p>To use more detailed language to describe feelings</p> <p>To know how to negotiate situations to come to a win-win</p> <p>To know who to ask for help if I am worried</p> <p>To show an awareness of how my choices affect others</p> | <p>To use more detailed language to describe feelings</p> <p>To begin to describe how I feel about changes in me</p> <p>To know strategies, I can use to help me cope with physical and emotional changes</p> <p>To reflect on changes I am approaching and how I face them</p> |
|---|--|---|---|--|---|

## P.E. skills: Implementation

| Term 1<br>Rugby  | Term 2<br>Gymnastic  | Term 3<br>Dance   | Term 4<br>Volleyball   | Term 5<br>Athletics   | Term 6<br>OAA  |
|--|--|---|--|---|--|
| <p>To use speed to run past defenders. How to use a short pass in a game.</p> <p>To use agility to evade being tagged</p> <p>To understand and apply the tag Protocol in game situations.</p> <p>To close down an attacker's space as a defender.</p> <p>To perform a backward pass to continue an attack.</p> <p>To use accurate passes to create an attack as a team.</p> <p>To pick the ball up from the floor &amp; run with it to start an attack.</p> <p>To keep possession of the ball and build an attack.</p> <p>To evade being tagged.</p> <p>To use changes of speed to create gaps to run into.</p> <p>To create attacking opportunities in competitive games.</p> | <p>To perform Japana</p> <p>To use bounces and broad jumps in a sequence.</p> <p>To attempt a half-lever.</p> <p>To transition from a Japana to another shape with control.</p> <p>Stretches while moving and when we are still to increase our flexibility.</p> <p>To show strength, flexibility and control in our sequence.</p> <p>To perform a weighted bunny hop showing control and balance.</p> <p>An arabesque balance and over-the-shoulder roll.</p> <p>To identify and engage core muscles for stability.</p> <p>To smoothly transition from a front support to side support.</p> <p>To perform a shoulder stand with control.</p> <p>To combine all elements of this unit, showing smooth transitions.</p> | <p>To perform a dance phrase inspired by the ocean's depths.</p> <p>To use improvisation to create a longer movement phrase.</p> <p>To use dynamics in a short group dance to show travelling on the ocean.</p> <p>To perform as a class to show the damage that can be caused to the ocean.</p> <p>To work as a group to develop a dance representing the ocean.</p> <p>To prepare our group dance for the final performance.</p> <p>To communicate the theme of a snake through our dance actions.</p> <p>To use dynamics and formations in our dance to help us tell a story.</p> <p>To use space, travel and floor patterns to enhance the dance.</p> <p>To develop our choreography skills.</p> <p>To work in a small group to create contact movements.</p> <p>To use peer evaluation to improve each other's work.</p> | <p>To send a ball in a seated volleyball position.</p> <p>To receive a high ball over our heads.</p> <p>To serve overarm.</p> <p>Techniques to move in seated volleyball</p> <p>The value of cooperation to achieve a task.</p> <p>To make contacts on the ball before returning overhead.</p> <p>The principle of 'three contacts' in pair's volleyball.</p> <p>To move about the court and anticipate where the ball will be played.</p> <p>To give our partner more time to react by throwing the ball higher.</p> <p>To move to the net to receive the ball from our partner.</p> <p>To move close to the net, ready to receive the ball.</p> <p>To serve underarm with correct volleyball technique</p> | <p>Jumping and hopping sequences.</p> <p>To run at different speeds.</p> <p>To approach and jump hurdles.</p> <p>To throw a javelin using the pull-throw technique.</p> <p>A variety of skipping techniques.</p> <p>To keep score accurately over a range of events.</p> <p>To challenge ourselves in running, jumping and throwing tasks</p> <p>To accelerate over short distances.</p> <p>To run and jump using one-footed take-off.</p> <p>To use a sling action to throw a discus.</p> <p>To run on a curve and exchange a baton in our team</p> <p>To apply the skills we have developed in a competitive way.</p> | <p>To use clear communication, strength and flexibility to complete a task.</p> <p>To work with others to complete map-reading tasks.</p> <p>To draw and create a clear route on a map for others to follow.</p> <p>To work with others and identify what went well and what we could do to improve.</p> <p>To use the outside of the foot to control the ball and dribble.</p> <p>To safely take part in trust-based activities.</p> <p>To work collaboratively to complete a problem-solving task.</p> <p>To work collaboratively to create shapes whilst blindfolded.</p> <p>To name and recognise the cardinal points of the compass.</p> <p>To complete an orienteering task calmly under time pressure.</p> <p>To work with a partner to use a map to follow a course.</p> <p>To recognise and recall common map symbols from a key.</p> |

## P.E. Knowledge Gained: Impact

|  |   |   |  |   |  |
|--|---|---|--|---|--|
| <p>Head – Decide on ways to improve a piece of team play.</p> <p>Hand – Play using passing back and sideways rules.</p> <p>Heart – Recognise how playing as part of a team can improve your communication skills</p> | <p>Head – Identify 'core' muscles and use them to improve the quality of shapes and actions.</p> <p>Hand – Develop an increased range of actions and shapes to use in more complex sequences.</p> <p>Heart – Show maturity when watching others' sequences.</p> | <p>Head – Suggest how professional work shapes our own.</p> <p>Hand – Use devices to change actions individually.</p> <p>Heart – Show sensitivity to a dance idea/theme or story.</p> | <p>Head – Communicate as a pair to consistently perform 3 contacts.</p> <p>Hand – Perform a rainbow pass with accuracy.</p> <p>Heart – Suggest why pairs volleyball is an inclusive sport.</p> | <p>Head – Decide on ways to improve, run, jumps and throws and implement changes.</p> <p>Hand – Throw a variety of objects, demonstrating accuracy.</p> <p>Heart – Work with others to score and record distance and times accurately</p> | <p>Head – Plan and refine strategies to solve problems.</p> <p>Hand – Use maps, symbols and compass confidently to navigate.</p> <p>Heart – Work well as part of a team or group within a well-defined role.</p> |
|--|---|---|--|---|--|

## French skills: Implementation

| Term 1<br>J'apprends le français<br>(I Am Learning French)  | Term 2<br>Les formes<br>(Shapes) | Term 3<br>Petit Chaperon rouge<br>(Little Red Riding Hood) | Term 4<br>Les nombres<br>(Numbers) and Le calcul<br>(Calculations) | Term 5<br>L'ancienne histoire de la<br>Grande-Bretagne<br>(Ancient Britain) | Term 6<br>Cultural Lessons |
|---|----------------------------------|--|--|---|----------------------------|
| <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>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</p> |                                  |  |  |   |                            |

## French Knowledge Gained: Impact

|   |  |   |   |  |   |
|---|--|---|---|--|---|
| <p>To know how to greet others in French.</p> <p>To know how to respond appropriately to questions asked about myself in French.</p> <p>To know how to count to 10</p> <p>To know how to count to 100</p> <p>To know how to say colours in French</p> | <p>To know how to say 10 shapes and their correct determiners in French</p> <p>To be able to revise numbers 1-5 in French and express how many of each shape I can use</p> <p>To be able to say the 2 determiners for 'a' in French.</p> | <p>To know how to say 8 key words in French from the story of Little Red Riding Hood.</p> <p>To know how to say 8 parts of the body in French.</p> <p>To know how to use decoding skills to help learn more words from the story of Little Red Riding Hood.</p> | <p>To know how to count to 10 in French</p> <p>To know how to count to 20 in French</p> <p>To know how to count to 100 in French</p> <p>To know how to do simple calculations in French</p> | <p>To know the the 6 key periods of Ancient Britain in French.</p> <p>To know how to use the high frequency verb 'j'ai' (I have) in French.</p> <p>To know how to use the high frequency verb 'je suis' (I am) in French.</p> <p>To know how to use the high frequency verb 'j'habite' (I live) in French.</p> | <p>To know about the Nice Carnival</p> <p>To know about the Fete des Rois</p> <p>To know about Le Poisson d'avril</p> <p>To know about Bastille Day</p> <p>To know how France celebrate Remembrance Day</p> |
|---|--|---|---|--|---|

## Forest School skills and activities: Implementation

| Term 1  | Term 2   | Term 3   | Term 4   | Term 5   | Term 6  |
|---|--|--|--|--|---|
| <p>Using your body over the styles</p> <p>Getting ready independently</p> <p>Foraging for wild fruit and harvest- blackberries</p> <p>Shapes of flowers</p> <p>Using blackberries to make paint to draw</p> | <p>Compass and map skills to the woods.</p> <p>Learning to find North on a compass.</p> <p>Making 3d maps of the village/ the woods.</p> | <p>Danny the Champion of the world: pheasants, woodland</p> <p>Features of upper canopy, mid and woodland floor.</p> | <p>Exploring the stream in the woods/ looking at the River Medway as a comparison to the Amazon</p> <p>Emergence of spring, new shoots.</p> <p>identifying trees in winter first blossoms,</p> <p>Identifying birds and eggs.</p> <p>Easter bonnets out of ivy and sticky weed</p> | <p>3D map</p> <p>Games: you are only safe giants, wizards, elves games, parachute games</p> <p>Making shelters in the woods.</p> <p>Knot tying</p> <p>Making rain gauges and monitoring rain fall at Forest School site.</p> | <p>Water conservations</p> <p>looking at the river Medway, longer walk round and across the river</p> <p>Using tools- peelers to whittle wood</p> <p>Making with clay, drying it on the fire,</p> <p>Making and using charcoal to decorate with clay.</p> |

Forest School Knowledge Gained and Impact seen in weekly newsletter updates.