Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A and B Autumn Term | | | | Year A and B Spring Term | | | | Year A and B Summer Term | | | |
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| **MATHS following new Long Term Plan Mixed Age Groups White Rose 2022 https://whiterosemaths.com/resources?year=mixed-3-4-new Using updated Classroom Secrets resources** | | | | | | | | | | | |
| ***Place value, addition, subtraction, multiplication, division, measurement/area, fractions, geometry, and statistics as part of Science*** | | | | ***Multiplication, division, perimeter, fractions, decimals, mass and capacity*** ***Cross Curricular: Statistics as part of Science Week*** | | | | ***Calculation Revision, Decimals (inc money), time, statistics, properties of shape, position and direction, statistics*** **Summer Term June – Multiplication Check Year 4 – all tables 12x12 June** | | | |
| **Place Value:**<br>• Count in hundreds<br>• Count in 50s<br>• Count in 1000s<br>• Count in 25s<br>• Know roman numerals to 100<br>• Represent numbers to 1000<br>• Use a number line to 1000<br>• Count in 1000s, 100s, 10s and 1s<br>• partition numbers<br>• Use a number line to 10,000<br>• Find 1, 10, 100 more or less than a given number<br>• Find 1000 more or less than a given number<br>• Compare objects to 1000<br>• Compare number to 1000<br>• Order numbers<br>• Compare numbers<br>• Order numbers<br>• Round to the nearest 10<br>• Round to the nearest 100 | **Addition and subtraction:**<br>• add and subtract multiples of 100<br>• 3 digit and 1 digit numbers<br>• 3 digit and 2 digit numbers<br>• Add and subtract 100s<br>• Spot the pattern<br>• Add and subtract 1s, 10s, 100s, and 1000s,<br>• Add 3 digit and 1 digit crossing 10<br>• Add 3 digit and 2 digit crossing 100<br>• 2 digit and 3 digit not crossing 10/100 (addition)<br>• 2 digit an 3 digit crossing 10 or 100<br>• 3 digit numbers not crossing 10 or 100<br>• 3 digit numbers crossing 10 or 100<br>• Add two 4 digit numbers – no exchange<br>• Add two 4 digit numbers – one exchange<br>• Add two 4 digit numbers – more than one exchange<br>• Subtract 1 digit from 3 digits<br>• Subtract 2 digits from 3 digits – crossing 100 | **Multiplication and Division:**<br>• Multiplication – equal groups<br>• Multiply by 3<br>• Divide by 3<br>• 3 times table<br>• Multiply by 4<br>• Divide by 4<br>• 4 times table<br>• Multiply by 8<br>• Divide by 8<br>• 8 times table<br>• Multiply and divide by 6<br>• 6 times table and division facts<br>• Multiply and divide by 9<br>• 9 times table and division facts<br>• Multiply and divide by 7<br>• 7 times table and division facts<br>• 11 and 12 times table<br>• Multiply by 10<br>• Multiply by 100<br>• Divide by 10<br>• Divide by 100<br>• Multiply by 1 and 0<br>• Divide by 1<br>• Comparing statements<br>• Related calculations<br>• Multiply 3 numbers<br>• Efficient multiplication<br>• Factor pairs | **Measurement**<br>• What is area?<br>• Counting squares<br>• Making shapes<br>• Comparing area<br>Measure length<br>• Equivalent lengths – m and cm<br>• Equivalent lengths – mm and cm<br>• Compare lengths<br>• Kilometres<br>• Add lengths<br>• Subtract lengths<br>• **Fractions:**<br>• Unit and non-unit fractions<br>• Making a whole<br>• Fractions on a number line<br>• What is a fraction?<br>• Fractions greater than 1<br>• Count in fractions<br>• Compare fractions<br>• Order fractions<br>• Equivalent fractions<br>• Fractions of an amount<br>• Equivalent fractions<br>• Calculate fractions of a quantity<br>• Problem solving – calculate quantities<br>• Add fractions | **Four Calculation Revision:**<br>• Add 3 digit and 1 digit crossing 10<br>• Add 3 digit and 2 digit crossing 100<br>• Add and subtract 2 digit and 3 digits crossing 10 or 100<br>• Add and subtract three digits<br>• Add two 4 digit numbers – one exchange<br>• Add two 4 digit numbers – more than one exchange<br>**Multiplication and Division Revision:**<br>• Multiplication – equal groups<br>• Multiply by 3<br>• Divide by 3<br>• 3 times table<br>• Multiply by 4<br>• Divide by 4<br>• 4 times table<br>• Multiply by 8<br>• Divide by 8<br>• 8 times table<br>• Multiply and divide by 6<br>• 6 times table and division facts<br>• Multiply and divide by 9<br>• 9 times table and division facts | **Multiplication and Division Revision:**<br>• Multiply 2 digits by 1 digit<br>• Written methods<br>• Multiply 2 digits by 1 digit<br>• Multiply 3 digits by 1 digit<br>• Divide 2 digits by 1 digit<br>• Divide 2 digits by 1 digit<br>• Divide 3 digits by 1 digit<br>• Correspondence – how many ways?<br>• Correspondence problems<br>• Scaling<br>**Fractions Revision:**<br>• Unit and non-unit fractions<br>• Making a whole<br>• Fractions on a number line<br>• What is a fraction?<br>• Fractions greater than 1<br>• Count in fractions<br>• Compare fractions<br>• Order fractions<br>• Equivalent fractions<br>• Fractions of an amount<br>• Equivalent fractions | **Perimeter**<br>Measure perimeter<br>• Calculate perimeter<br>• Perimeter on a grid<br>• Perimeter of a rectangle<br>• Perimeter of rectilinear shapes<br>**Statistics linked to Science Week:**<br>• Pictograms-drawing and interpreting<br>• Bar charts-horizontal and vertical<br>• Drawing and putting information in tables<br>• To interpret tables<br>• Interpreting charts<br>• Comparison, sum and difference | **Decimals:**<br>• Tenths<br>• Count in tenths<br>• Tenths as decimals<br>• Recognise tenths and hundredths<br>• Tenths as decimals<br>• Tenths on a place value grid<br>• Tenths on a number line<br>• Divide 1 digit by 10<br>• Divide 2 digits by 10<br>• Hundredths<br>• Hundredths as decimals<br>• Hundredths on a lace value grid<br>• Divide 1 or 2 digits by 100<br>**Mass and Capacity:**<br>• Measure mass<br>• Compare mass<br>• Add and subtract mass<br>• Measure capacity<br>• Compare capacity<br>• Add and subtract capacity | **Four Calculation Revision:**<br>• Add 3 digit and 1 digit crossing 10<br>• Add 3 digit and 2 digit crossing 100<br>• Add and subtract 2 digit and 3 digits crossing 10 or 100<br>• Add and subtract three digits<br>• Add two 4 digit numbers – one exchange<br>• Add two 4 digit numbers – more than one exchange<br>**Multiplication and Division Revision:**<br>• Multiplication – equal groups<br>• Multiply by 3<br>• Divide by 3<br>• 3 times table<br>• Multiply by 4<br>• Divide by 4<br>• 4 times table<br>• Multiply by 8<br>• Divide by 8<br>• 8 times table<br>• Multiply and divide by 6<br>• 6 times table and division facts<br>• Multiply and divide by 9<br>• 9 times table and division facts<br>• Multiply and divide by 7<br>• 7 times table and division facts<br>• 11 and 12 times table<br>• Multiply by 10<br>• Multiply by 100 | **Decimals (including money)**:<br>• Make a whole<br>• Write decimals<br>• Compare decimals<br>• Order decimals<br>• Round decimals<br>• Halves and quarters<br>• Pounds and pence<br>• Convert pounds and pence<br>• Pounds and pence<br>• Ordering money<br>• Estimating money<br>• Add money<br>• Subtract money<br>• Give change<br>• Four operations with money<br>**Geometry-shape:**<br>• To link turns and right angles<br>• To understand the terms acute and obtuse<br>• To understand horizontal | **Time:**<br>• Converting time – months and years, hours in a day<br>• Converting time – hours, minutes and seconds<br>• Years months weeks and days<br>• Analogue time – telling time to 5 minutes<br>• Analogue time - Telling time to the nearest minute<br>• Digital time – using am and pm<br>• Digital time – 24 hour clock<br>• Analogue to digital 12 hour<br>• Analogue to digital 24 hour<br>• Finding the duration<br>• Comparing durations | **Statistics:**<br>• Pictograms<br>• Bar charts horizontal and vertical<br>• To interpret tables<br>• Interpreting charts<br>• Comparison, sum and difference<br>• Tables – gaining information<br>• Introducing line graphs in relation t time<br>• Line graphs<br>• Solving problems with bar charts<br>• Solving problems with line graphs<br>• Solving problems with tables<br>**Geometry: Translation (objectives earlier)**<br>• Position and Direction<br>• To find coordinates in two grids<br>• To translate points within a grid<br>• To plot points on a |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024

Year 3 objectives Year 4 objectives

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| • Round to the nearest 1000<br>• negative numbers | • 2 digits and 3 digits not crossing 10 or 100<br>• 2 digits and 3 digits crossing 10 r 100<br>• 3 digit and 3 digit – no exchange<br>• 3 digit and 3 digit – exchange<br>• Subtract two 4 digit numbers – no exchange<br>• Subtract two 4 digit numbers one exchange<br>• Subtract two 4 digit numbers – more than one exchange<br>• Efficient subtraction<br>• Estimate answers<br>• Check answers<br>• Estimate answers<br>• Checking strategies | | • Subtract fractions<br>• Add 2 or more fractions<br>• | • Multiply and divide by 7<br>• 7 times table and division facts<br>• 11 and 12 times table<br>• Multiply by 10<br>• Multiply by 100<br>• Divide by 10<br>• Divide by 100<br>• Multiply by 1 and 0<br>• Divide by 1<br>• Comparing statements<br>• Related calculations<br>• Multiply 3 numbers<br>• Efficient multiplication<br>• Factor pairs | • Calculate fractions of a quantity<br>• Problem solving – calculate quantities<br>• Add fractions<br>• Subtract fractions<br>• Subtract from whole numbers<br>• Add 2 or more fractions<br>• Subtract 2 fractions<br>• Subtract from whole amounts | | • | • Divide by 10<br>• Divide by 100<br>• Multiply by 1 and 0<br>• Divide by 1<br>• Comparing statements<br>• Related calculations<br>• Multiply 3 numbers<br>• Efficient multiplication<br>• Factor pairs | and vertical lines<br>• To understand the terms parallel and perpendicular<br>• To describe 2D shapes properties<br>• To describe 3D shapes properties<br>• To make 3D shapes<br>• Properties of 2D shapes<br>• To learn about different types of triangles<br>• To learn about different types of quadrilaterals<br>• To learn about different angles and order them<br>• To identify lines of symmetry<br>• | • Start and end times<br>• Measuring time in seconds | coordinate gird<br>• To draw a 2D shape using coordinates |
| **Outside Learning Opportunities Teach Active Maths** | **Measurement – lots of opportunities to measure outside areas<br>Throwing paper planes etc<br>Fractions – finding practical fractions of amounts** | | | **Statistics link to Science experiments<br>Use Teach Active to supplement lessons** | | | **Money – visits to shops to buy things?<br>Time – measuring how long to run 100m etc then converting to different units<br>Use Teach Active to supplement lessons** | | | |

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<table>
<tr><th colspan="2">Year A&B Autumn</th><th colspan="2">Year A&B Spring</th><th colspan="2">Year A&B Summer</th></tr>
<tr><td colspan="6">ENGLISH -Reading</td></tr>
<tr><td colspan="2">Class Reading for Meaning Sessions (Phonics Catch Up for Y3)<br>Different Texts for Year A and B see below<br>Follow Guided Reading Planning Delivered at Staff Meeting</td><td colspan="2">Class Reading for Meaning Sessions (Phonics catch up for those that need it)<br>Different Texts for Year A and B see below<br>Follow Guided Reading Planning</td><td colspan="2">Class Reading for Meaning Sessions (Phonics catch up for those that need it)<br>Different Texts for Year A and B see below<br>Follow Guided Reading Planning format</td></tr>
<tr>
<td>Catch Up Phonics<br>Little Wandle Programme<br>Review Phase 3 and 4 Catch up for those that need it.<br>Autumn 2<br>Phase 5 graphemes<br>/ur/ir bird<br>/igh/ ie pie<br>/oo/yoo/ue blue rescue<br>/yoo/ u unicorn<br>/oa/ o go<br>/igh/ I tiger<br>/ai/ a paper<br>/ee/e he<br>/ai/ a paper<br>/ee/e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ yoo/ u-e rude<br>/ee/ e-e these<br>/oo/yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw<br><br>New tricky words<br>Their, people o your, Mr Mrs Ms ask could would should our house mouse water want<br><br>Year 1 to read books linked to the sounds they have learned or currently learning to ensure 95% accuracy – access to online Library.</td>
<td>Class Reading Texts<br>Year A<br>Core Text Autumn 1 and 2: James and the Giant Peach<br>Additional Texts: Egyptian Myths, Tutankhamun Usbourne (linked to topic)<br>Core Text Autumn 2:<br>Additional Texts: Cinderella of the Nile<br>Year B<br>Core Text Autumn 1: How to Train Your Dragon (linked to Vikings)<br>Additional Text:<br>Information on Barn Owls (habitats)<br>Core Text Autumn 2: Omar Trouble Magnet (linked to RE) Raiders Traders and Adventurers Marcia Williams<br>Additional Texts: Humorous Poems Tony Mitton's version of Christmas Carol<br>A child's Introduction to Norse Mythology<br><br>Reading for Meaning Objectives Year 3:<br>To be able to answer questions from all the reading domains with increasing confidence during class reading.<br><br>1. To discuss vocabulary as part of the domain work and extend it to capture the reader's interest and imagination.<br>2. To discuss word meaning.<br>3. To retrieve information and use quotes from the text.<br>4. To answer and ask questions linked to commentary to improve comprehension of the text.<br>5. To use inference and justify by finding examples in the text.<br>6. To summarise the main ideas from the text.<br>7. To predict future action.<br>8. To understand why the author uses certain techniques during the text.<br>Apply their growing knowledge of root words, prefixes, suffixes both to read aloud and understand the meaning of new words.<br>To read exception words, linking spelling and sounds.<br>To have a positive attitude to reading and understanding by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. As a result of reading books outside of the curriculum by completing the Bronze Reading Award by the end of the term.<br>To read books structured in different ways (e.g. nonfiction indexes etc).<br>To retrieve and record information from non-fiction books.<br>To understand what they read by identifying structures including paragraphs, headings, sub-headings, inverted commas etc.<br>To increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some orally.<br>To identify themes in books.</td>
<td>Catch Up Phonics<br>Phase 5 graphemes<br>Spring 1 Catch up group<br>/ee/ y funny<br>/e/ ea head<br>/w/ wh wheel<br>/oa/oe ou toe shoulder<br>/igh/ y fly<br>/oa/ow snow<br>/j/ g giant<br>/f/ ph phone<br>/l/ le al apple metal<br>/s/ c ice<br>/v/ ve give<br>/u/ o-e ou some mother young<br>/s/ se cheese<br>/s/ se ce mouse fence<br>/ee/ ey donkey<br>/oo/ ui ou fruit soup<br>New tricky words<br>Any many again<br>Who whole where two<br>School call different<br>Thought through friend work<br>Phase 5 graphemes<br>Spring 1<br>/ur/ or words<br>/oo/ u oul awful could<br>/air/ are share<br>/or/ au aur oor al author dinosaur floor walk<br>/ch/ tch ture match adventure<br>/ar/ al a half father<br>/or/ a water<br>Schwa in longer words different<br>/o/ a want<br>/air/ ear ere bear there<br>/ur/ ear learn<br>/r/ wr erist<br>/s/ st sc whistle science<br>/c/ ch school<br>/sh/ ch chef<br>/s/ ze freeze<br>Schwa at the end of words actor</td>
<td>Class Reading Text<br>Year A<br>Core Text Spring 1: Iron Man<br>Additional Texts: A Visitor's Guide to Rome<br>Core Text Spring 2: Stig of the Dump<br>Additional Texts: Counting on Katherine (RD Spine)<br><br>Year B<br>Core Text Spring 1: Charlie and the Chocolate Factory<br>Additional Texts: Stone Age to Iron Age non-fiction<br>Core Text Spring 2: continue Charlie and Chocolate Factory<br>Additional Texts:<br>Drop in My <u>Drink</u><br><br>Reading Objectives to be repeated from Autumn Term to revisit all the different reading domains practising questions from each during class reading.<br><br>Reading for Meaning Objectives Year 3: As for Autumn but with increasing independence.<br><br>Reading Objectives Year 4:<br>As for Autumn but with increasing independence.</td>
<td>Phonics:<br>Catch up Review<br><br>Summer 2<br>/ai/ eigh aigh ey ea eight straight grey break<br>/n/ kn, gn, knew gnaw<br>/ear/ ere eer here deer<br>/zh/ su si treasure vision<br>/j/ dge bridge<br>/i/ y crystal<br>/j/ ge large<br>/sh/ ti ssi si ci potion mission mansion delicious<br>/or/ augh our oar ore daughter pour oar more<br><br>New tricky words<br>busy beautiful pretty hour move improve parents shoe<br>Year 1 to read books linked to the sounds they have learned or currently learning to ensure 95% accuracy – access to online Library.</td>
<td>Class Reading Texts<br>Year A<br>Core Text Spring 1: Why the Whales Came<br>Additional Texts: Stone Girl, Bone Girl, The Rock Factory<br>Core Text Summer2: A Dangerous Game (RD Spine)<br>Additional Texts: A Pebble in My Pocket<br><br>Year B<br>Core Text Spring 1: The Girl Who Stole an Elephant<br>Additional Texts: Non-Fiction Books on Brazil<br>Core Text Spring 2: Varjak Paw<br>Additional Texts: Books on the Rainforest and Brazil<br><br>Reading Objectives to be repeated from Autumn Term to revisit all the different reading domains practising questions from each during class reading. This term can mix the domains to ensure the children can properly identify each type of question.<br><br>Reading for Meaning Objectives Year 3: Moving towards independence</td>
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| | To read aloud and perform play scripts.<br>To discuss books, poems and other materials listening to what others say.<br><br>**Reading Objectives Year 4:**<br>During class reading comprehension, to answer questions on individual domains.<br>1. To discuss vocabulary as part of the domain work and extend it to capture the reader's interest and imagination.<br>2. To discuss word meaning.<br>3. To retrieve information and use quotes from the text.<br>4. To answer and ask questions linked to commentary to improve comprehension of the text.<br>5. To use inference and justify by finding examples in the text.<br>6. To summarise the main ideas from the text.<br>7. To predict future action.<br>8. To understand why the author uses certain techniques during the text.<br><br>To read and decode further exception words accurately, noting the unusual correspondences between spelling and sound (linked to National Curriculum appendix).<br><br>To maintain a positive attitude to reading and understanding by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.<br>Maintain positive attitude to reading and understand of what they read by reading for a range of purposes and across the curriculum.<br>To use a dictionary to check the meaning of a word.<br>To read a wide range of books, including fairy stories, myths and legends and retell them orally.<br>To discuss words and phrases which capture the imagination.<br>To recognise and understand different forms of poetry e.g. free verse, narrative poems etc.<br>To identify themes in a book.<br>To ask questions about what they read.<br>To identify different language structures including paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials.<br>To retrieve and record information from non-fiction over a wide range of subjects.<br>To participate in clear reasoned discussion about books, poems and other materials that are read to them and taking turns and listening to what others say. | Tricky words once laugh because eye<br>Year 1 Read books linked to phonics learning on online Library. | | | **Reading Objectives Year 4:**<br>**Mostly independent** |
| **Outside Learning Opportunities** | | **Year A Visit Bishop Stortford College Literacy Festival for author visit**<br>**Year B – Visit to the Roald Dahl Museum and village tour of Great Missenden linked to Charlie and the Chocolate Factory** | | | |

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| Year A&B Autumn | | | Year A&B Spring | | | Year A&B Summer | | |
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| **ENGLISH – Writing including Talk for Writing Toolkits, Composition, Handwriting, Grammar and Spelling** | | | | | | | | |
| ***Composition - Handwriting– Grammar-Spelling*** | | | ***Composition - Handwriting– Grammar-Spelling*** | | | ***Composition - Handwriting– Grammar-Spelling*** | | |
| **Year A:**<br>**Writing: Toolkits and objectives**<br>**Information writing**<br>**Recount**<br>**Acrostic Poems and other poems of form**<br>**Characterisation**<br>**Settings**<br>**Christmas Poems**<br><br>**Year B:**<br>**Information Writing**<br>**Recounts**<br>**Characterisation**<br>**Setting**<br>**Humorous Poems**<br>**Christmas Poems**<br><br>**Handwriting**<br>To join using continuous cursive script<br><br>Increasingly use the diagonal and horizontal strokes that are needed t join letters and understand when letters are best left unjoined<br><br>To increase the legibility and consistency of their handwriting to make sure that the downstrokes are parallel and writing is spaced sufficiently that the ascenders and descenders do not touch.<br><br>**Composition**<br>Plan their writing by discussing and then imitating the writing similar to theirs in the model texts and using the suggested toolkits<br><br>Innovate and invent using the boxed up versions of texts<br><br>Plan their writing by discussing and recording ideas within a given structure of different genres. | **Spelling based on Jane Considine Spelling Course (20 minutes daily)**<br>**Homework Weekly**<br>To learn and become more familiar with more statutory spellings of irregular words<br><br>To add suffix ly to a word Drop y and i<br><br>To focus on sure and ure endings<br><br>To learn words that end in il and al<br><br>To revise the endings ow<br><br>To revise the long I sound with I, i-e, ie, ight, y and<br><br>To learn tion or sion suffix<br><br>To revise hard c and soft c<br><br>To learn to create a negative meaning with the prefix mis/dis<br><br>To learn the prefix un, re and pre<br><br>The ei sound eigh ei or ey<br><br>To learn ch as /k/ sound<br><br>To learn when to use ian or ion<br><br>To learn homophones and near homophones<br><br>To revise when to use es with plurals. | **Grammar:**<br>To form nouns using a range of prefixes super, anti and auto<br><br>To use forms a or an correctly<br><br>To learn about contractions<br><br>To identify word families based on common root words<br><br>To express time, place and cause using coordinating and subordinating conjunctions<br><br>To use paragraphs to group related materials<br><br>To use headings and sub-headings to aid presentation<br><br>To use the present perfect form of verbs instead of the simple past<br><br>To begin to use inverted commas to punctuate direct speech<br><br>To understand the terminology preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas<br><br>To use apostrophes of contraction and possession<br><br>Understands the grammatical difference | **Talk for Writing Toolkits:**<br>**Suspense and Action**<br>**Openings and Endings**<br>**Sound Collector**<br>**Explanations**<br>**Discussion**<br>**Animal Poems**<br><br>**Year B:**<br>**Suspense and Action**<br>**Dialogue**<br>**Explanations**<br>**Discussion**<br>**Narrative**<br>**Poems**<br><br>**Handwriting**<br>To join using continuous cursive script<br><br>See Autumn Term.<br><br>**Composition**<br><br>See Autumn Term<br>Focus<br>Plan their writing by discussing and recording ideas within a given structure of different genres. | **Spelling based on The Spelling Book Jane Considine Course Year 3 (first half of term) Year 4 (second half of term -20 minutes daily)**<br>**Homework Weekly**<br>Statutory words<br><br>**First Half of Term end of Year 3 book**<br><br>To learn which words start with im and in<br><br>To learn the past tense with regular verbs<br><br>To learn which verbs are irregular in the past tense<br><br>/s/ sound as c before e I and y<br><br>Prefixes in, il, super, sub<br><br>To revise silent letters<br><br>To find synonyms<br><br>To learn words with /I/ spelled with y<br><br>To learn how to add ful and ly<br><br>To learn words with a short /u/ sound spelt with 'o' or 'ou'<br><br>To learn word families based on common words and see how words are related in form and meaning<br><br>To learn to spell words with ci/ce<br><br>Words ending with a /chuh/ and /cher/ sound spelt with ture<br><br>Adding suffixes beginning with a vowel (er/ing/ed) as well as learning | Grammar – Revisit and Revise objectives from Autumn<br>See Autumn<br>After Half Term<br><br>contractions<br><br>Possessive plurals and irregular possessive plurals<br><br>Revision of capitals for proper nouns<br><br>To understand the terminology determiner, preposition, pronoun, possessive pronoun and adverbial | **Year A:**<br>**Toolkits:**<br>**Instructions**<br>**Persuasion**<br>**Dialogue**<br>**Description**<br>**Playing with Language-limericks etc**<br>**Poems on a Sea theme**<br><br>**Year B:**<br>**Instructions**<br>**Persuasion**<br>**Openings and Endings**<br>**Description**<br>**Poems linked to the The Tempest.**<br>**Rhyming Poems**<br><br>**Handwriting**<br>To join using continuous cursive script<br><br>See Autumn Term objectives<br><br>**Composition**<br><br>See Autumn Term<br><br>See Autumn Term<br>Focus on<br>Draft and write by organising writing into paragraphs by way of grouping related materials<br><br>Draft and write in narratives, creating settings, characters | **Spelling based on The Spelling Book Jane Considine Course Year 4 (20 minutes daily)**<br>**Homework Weekly**<br>Revise all statutory words for Years 3/4 and rules<br><br>Words with /shun/ spelt with sion and tion<br>Soft c /s/ and hard c/k/<br>Homophones and near homophones<br>To learn words with the short/i/ sound spelt with 'y'<br>To learn when to use the ending ves in plurals – drop f and fe<br>Rhyming words<br>When to add es for a plural<br>To add the prefix anti<br>To add the prefix auto<br>Adding the prefix sub and super<br>To add the prefix inter<br>To add the prefix ir<br>Learning about unstressed vowels and tricky words that have them<br>To use a thesaurus<br>To use re/anti/auto prefix<br>Learning common exception words<br>Letter string 'ack'<br>Adding the prefix im<br>Adding the prefix il<br>Homophones and near homophones<br>Creating new words with prefixes and suffixes<br>To spell words ending in -ar/-er<br>Irregular plural forms<br>Homographs -Words with 'ough' to make a long /o/, /oo/ or /or/ sound<br>Numbers and months spellings<br>Drop y and add ies | **Grammar:**<br>Grammar – Revisit and Revise objectives from Autumn<br><br>See Autumn<br>See Autumn<br><br>Focus on Plural possessive s<br><br>Singular possessive apostrophe<br><br>To understand the terminology determiner, preposition, pronoun, possessive pronoun and adverbial<br><br>Adverbials of frequency and possibility<br><br>Adverbials of manner<br><br>Plural and collective nouns |

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| Draft and write by composing and rehearsing sentences orally, building a rich and varied vocabulary<br><br>Draft and write by organising writing into paragraphs by way of grouping related materials<br><br>Draft and write in narratives, creating settings, characters and plots (linked to the model text if necessary).<br><br>Compose and write sentences independently to convey ideas.<br><br>**Handwriting Year 4**:<br>To use the diagonal and horizontal strokes that are needed to join letters and understand which lettesr are best left unjoined<br><br>To increase the consistency and legibility of their handwriting and ensure that ascenders and descenders are correctly placed<br><br>**Composition Year 4:**<br>See Toolkits above<br>Plan their writing by discussing and then imitating the writing similar to theirs in the model texts and using the suggested toolkits<br><br>Innovate and invent using the boxed-up versions of texts<br><br>Plan writing by discussing and recording ideas<br><br>Rehearse the sentences orally<br><br>Draft and write by organising paragraphs around a theme<br><br>Draft and write in narratives creating settings, characters and plot with consideration for the audience and purpose<br><br>Draft and write non-narrative materials using simple organisational devices<br><br>Evaluate and edit by assessing the effectiveness of their own and others writing as well as suggesting improvements | To learn when to drop the y and add I in plurals<br><br>To learn when to change f or fe to v and add es<br><br>To learn when to drop the y and add ies<br><br>To learn the suffixes tion sion<br><br>To learn the prefix sub<br><br>To learn the difference between it's in contracted and its in belonging to it<br><br>To learn more homophones and near homophones<br><br>To add the prefix bi<br><br>Use the dictionary to check a words spelling<br><br>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far | between plural and possessive -s<br><br>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br><br>Learn to use fronted adverbials<br><br>When to use paragraphs to organise ideas and for dialogue<br><br>Make the appropriate choice of pronoun to aid cohesion and avoid repetition<br><br>To use inverted commas and other punctuation to indicate direct speech<br><br>Use apostrophe to mark plural possession<br><br>To use commas after fronted adverbials<br><br>To understand the terminology determiner, pronoun, possessive pronoun and adverbial | See Autumn Term Focus<br>To included accurate pronouns, expanded noun phrases and fronted adverbials | when to double the final consonant with a stressed last syllable<br><br>**Second Half of Term Start Year 4 Book**<br>Words with /shuhn/ sound spelt with ssion and tion and cian<br><br>Words ending with a /zhuh/ sound spelt with sure<br><br>Words with /aw/ spelt with augh and au<br><br>Gue/que words - To learn how to spell words ending in the /g/ sound spelt 'gue'<br><br>Words with a 'a soft c' spelt with 'ce'/'ci'<br><br>Different sounds with ch<br><br>To add the prefix micro<br><br>How to change a noun to a verb or adjective using 'y' when 'y' becomes 'i' and 'our' become 'or or when words end in 'e' drop 'e' but not with ge<br><br>Word families based on common words showing how words are related in form and meaning including letter strings:<br>'ear' and 'ight'<br>/u/ young rough etc<br><br>Statutory words<br><br>To use the first three letters to check a spelling in a dictionary<br>Plural possessive apostrophes including in irregular words such as 'children's'<br><br>To write a sentence from memory dictated by the teacher that include words taught so far | | and plots (linked to the model text if necessary).<br><br>Proofread for spelling and punctuation errors including use of apostrophes, speech punctuation and use of the comma for fronted adverbials. | Words with a /sh/ sound spelt with 'ch'<br>Ei sound spelled eigh or ey as well<br><br>Double the consonant after a short vowel sound<br>Words with /s/ sound spelt with 'sc'<br>Suffixes ful fully ing and less<br>To use the first three letters to check a spelling in a dictionary<br>To write a sentence from memory dictated by the teacher that include words taught so far<br>*To add the prefix ex*<br><br>*To add the prefix non*<br><br>*To ass the suffix ous* | To use the present perfect form of verbs instead of the simple past<br><br>To begin to use inverted commas to punctuate direct speech |

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| To included accurate pronouns, expanded noun phrases and fronted adverbials<br><br>Proofread for spelling and punctuation errors including use of apostrophes, speech punctuation and use of the comma for fronted adverbials.<br><br>Confidently read their own writing aloud to a group or whole class so meaning is clear | | | | | | | | |
| **Opportunities for Outdoor Learning:** | | | **Iron Man Drama**<br>**Hot seating**<br>**Outside model text**<br>**Setting**<br>**Character** | | | | | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A&B Autumn | | Year A&B Spring | | Year A&B Summer | |
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| **ENGLISH – Speech and Language – all objectives worked on and revisited throughout the year whilst working on a rich and diverse vocabulary based on a good knowledge of Tier 2 and Tier 3 words**<br>**All children will learn to speak model texts as part of the Talk for Writing scheme.** | | | | | |
| ***Some objectives will be covered and developed over the whole year.*** | | | | | |
| To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br><br>Learn model texts with actions from different genres of writing and learn to innovate verbally.<br><br>Ask questions to improve their understanding of a text.<br><br>To participate in a discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others might say.<br><br>Listen to a wide range of fiction, poetry, plays, non-fiction and reference or text books.<br><br>To discuss words and increasingly complex phrases that capture the reader's interest and imagination.<br><br>Learn model texts by heart and start to innovate them verbally<br><br>To participate in reasoned discussions about both books that are read to them and those that they can read for themselves, by taking turns and listening to what others say. | To participate in their class assembly and learn to project their voice correctly.<br><br>To prepare poems and play scripts to be read aloud and to perform showing understanding through intonation, tone, volume and action.<br><br>Learn model texts by heart and start to innovate them verbally. | To prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and actions.<br><br>Compose and rehearse sentences orally including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures.<br><br>To read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.<br><br>Listen to a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.<br><br>Ask reasoned questions to improve their understanding of a text.<br><br>Compose and rehearse sentences orally including dialogue progressively building a varied and rich vocabulary and increasing the range of sentence structures. | To perform in their class play using a clear speaking voice and correct intonation.<br><br>Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, am pm morning, afternoon noon and midnight.<br><br>Describe the properties of a 2D and 3D shape including lengths of lines and acute and obtuse angles.<br><br>Ask relevant questions and use different types of scientific enquiries to answer them.<br><br>To read aloud their own writing to a group or the whole class using the appropriate intonation and controlling the tone and volume so that the meaning is clear.<br><br>Describe position on a grid as coordinates in the first quadrant<br><br>Make a clear and reasoned scientific report on findings from scientific enquiries | Discuss words and phrases that capture the reader's imagination and interest.<br><br>Listen to a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.<br>.<br>. | Make a spoken report on findings from scientific enquiries.<br><br>Use relevant scientific language to discuss their ideas and communicated findings in ways that are appropriate for different audiences.<br><br>Perform and take part in a class assembly.<br><br>Learn model texts by heart and start to innovate them verbally.<br><br>Describe movements between positions as translations of a given unit to the left/right and up/down<br><br>Use relevant scientific language to discuss their ideas with reasoning and communicated findings in ways that are appropriate for different audiences |
| **Opportunities for more practical and outdoor learning:**<br><br>**Talk for Writing**<br>**Poetry reading** | **Talk for Writing**<br>**Class assembly**<br>**Poetry Reading**<br>**Presentation of Year 4 pptx and work – Talk Talks** | **Poetry Reading** | **Play at the end of Easter Term** | | **Presentation of Year 3 pptx and work Talk Talks** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| **Year A Autumn**<br>**Discovery RE Year 4** | **Year A Spring** | **Year A Summer** | | | | |
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| **Discovery RE Year 4**<br>**Religious Education – 3 Christianity units 2 Buddhism and 1 Mixed faith**<br>**Throughout the year to produce work linked to each topic towards the Bronze Award for Christian Aid's Global Neighbours Scheme to ensure we cover World Vision aspects of the course.** | | | | | | |
| ***Is it possible for everyone to be happy?***<br><br>***Buddhism***<br><br>***Philosophical*** | ***Incarnation***<br>***Understanding Christianity***<br>**What is the most significant part of the nativity story for Christians today?**<br><br>***Theological*** | ***Judaism and Mixed Faith***<br>***How does what you believe affect what you choose to eat?***<br><br>*Rule of Law, individual Liberty, Mutual respect and Tolerance of those with different faiths and beliefs* | ***Salvation***<br>***Understanding Christianity***<br><br>***Is forgiveness always possible for Christians?***<br><br>***Theological*** | ***The 8 Fold Path***<br>***What is the best way for a Buddhist to lead a good life?*** | ***Do people need to go to church to show they are Christians?***<br><br>***Pentecost-***<br>***Kingdom of God***<br>***UC*** | ***Big Little Planet Week*** |
| To talk about what makes me happy and think about why some people may not be happy<br>To tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.<br>To start to explain why Siddhartha was unhappy even though he was a prince.<br>To show an understanding of why people think it is difficult to be happy all the time.<br>To tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.<br>To being to show an understanding of what being happy means to Buddhists.<br>To give an opinion on whether helping other people to be happy might make me happy also.<br>To make a link between trying to live a good lifeby following the 8 fold path and the suffering Siddhattha saw.<br>To give my opinion on whether trying to live by the 8 fold path could help Buddhists be happy. | To design a symbol to tell you something about myself and explain it<br>To explain what some of the symbols in the Christmas story mean<br>To ask questions about something they find puzzling in the Christmas story<br>To design a symbolic object to show the significance of Christmas or the Christmas holiday to Christians<br>To describe one thing a Christians might learn about Jesus from a Christmas symbol<br>To ask questions about what Christmas means to Christians and compare this with what it means to me<br>To explain which Christmas symbols tell Christians something about Incarnation<br>To reflect on how I feel about Christian beliefs about Christmas and Incarnation | Pupils will know by the end that:<br>The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.<br><br>They will know that the People of God try to live in a way that God wants, following his commands and worshipping him.<br><br>Food laws for Jewish people are called kashrut – Leviticus 11 1-23 and the word kosher<br>Compare with Hindus beliefs that respecting all life is a principle theory – vast majority do not eat beef<br><br>Halal refers to behaviour of Muslims<br><br>Pupils should know 1. That what many Hindues Muslims and Jewish epole eat is affected by their beliefs<br>That different Hindues Muslims and Jewish people may make different decisions about what they should or should not eat<br>How many Hinsdues Muslims and Jewish people make decisions about what they should or should not eat<br>Some foods are not eaten by many Hindus Muslims or Jewish people<br>**Opportunities for courageous advocacy –** showing how all Christians can become People of God through their actions in the community- we should be starting | To talk about how easy it is to forgive some people sometimes or how difficult it might be.<br>To recall a Christian story about forgiveness and say what it tells people about how to treat each other.<br>To talk about when a Christian might find it easy or difficult to forgive someone.<br>To talk about what sort of help I might need to show forgiveness.<br>To describe what a Christian might lean about forgiveness from the Bible.<br>To show an understanding of how Christians believe God can help them show forgiveness.<br>To give an opinion as to why showing forgiveness may be important.<br>To explain how Christians might try to put into practise Jesus 'teachings about forgiveness.<br>To give examples of when Jesus showed forgiveness and explain why I think He asked people to follow his example. | To explain why I make some choices and say why I think some of these are good choices.<br>To tell you about some of the teachings of the 8 fold path and start to say what they mean to Buddhists.<br>To give simple reasoning as to why the teaching of the 8 Fold Path might be helpful to Buddhists trying to make good choices.<br>To describe how aspects of the 8 Fold Path would help Buddhists know how to live good lives.<br>To start to tell you why some aspects of th 8-fold path might be hard for some Buddhists to stick to.<br>To identify the values and reasons that guide me and make my decisions.<br>To make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this.<br>To start to think about which aspects of the 8-fold path might be the hardest to stick to if I was trying to make good choices and which aspect might the most important to Buddhists. | Pupils will know that Christians believe that Jesus inaugurated the 'Kingdom of God' i.e. Jesus whole life was a demonstration of his belief that God is King, not just in heaven but here and now (in the Lord's prayer Thy Kingdom Come, Thy Will be Done)<br><br>Christians believe that Jesus is still alive and rules in their heart and lives through the Holy Spirit if they let him<br><br>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus invisible kingdom by living in the reflection of God's love<br><br>To understand that Christians celebrate Pentecost as the beginning of the Church<br><br>To know that Christians believe that staying connected to Jesus means that the Fruit of the Spirit can grow in the lives of Christians. | ***America? Native American religion*** |

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| | | Christian Aid – Global Awareness on 9th April resources are worth looking at any way for world views. | | | | |
| **Opportunities for Outdoor Learning:** | | | | | Going to all the churches around Saffron Walden | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn<br>Discovery RE Year 3 | Year B Spring | Year B Summer |
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**Discovery RE Year 3**
**Religious Education – 3 Christianity units 2 Hinduism and 1 Mixed faith**
**Throughout the year to produce work linked to each topic towards the Bronze Award for Christian Aid's Global Neighbours Scheme to ensure we cover World Vision aspects of the course.**

| ***Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?***<br><br>***Philosophical*** | ***Incarnation***<br>***Understanding Christianity***<br>**Why does Christmas matter to Christians?**<br><br>***Theological*** | ***Could Jesus Heal People?***<br><br>***Theology/Philosophy Mix***<br>***Could Jesus heal people?*** | ***Salvation***<br>***Understanding Christianity***<br><br>***Theological***<br>**Why does Easter Matter to Christians?**<br>**Why do Christians call the day Jesus died 'Good Friday'?** | ***What do Hindus believe about God?***<br>**#What are the different aspects of Brahma that Hindus believe in?** | ***Christianity***<br>***Stewardship***<br>***Is it just Christianity that believes that the Earth is sacred and unique?***<br>***Theology and Social*** | ***Big Little Planet Week***<br>***Catholicism in Brazil*** |
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| Story of Rama and Sita, Divali, Lakshmi, temple<br>How do religious groups contribute to society and culture in the local area?<br>**Opportunity for courageous advocacy:**<br>Understanding how people can feel part of a group by having a common faith<br>**By the end of the topic:**<br>Children will understand how Christians show that they want to be close to God through obedience and worship which includes saying sorry for falling short<br><br>To talk about concepts such as belonging, commitment, kindness, forgiveness mean to me.<br><br>To talk about the concept of belief and express my own opinions.<br><br>To recall facts about the Hindu religion and explain its importance.<br><br>To investigate Divali and how it is celebrated.<br><br>To investigate what happens at home and in the Temple.<br><br>To investigate what gives a sense of belonging t a world wide community.<br><br>To transfer the sense of belonging to my class and create a class logo. | To explore what Christmas means to us and why is it meaningful to me or not?<br><br>To understand Christmas is important to Christians as they are celebrating God's son Jesus coming to Earth to help people (Incarnation).<br><br>Describes how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live.<br><br>To make links between some Bible texts studied and the idea of God in Christianity clearly expressing some ideas of their own about what the God of Christianity is like.<br><br>To explain that Christians believe that God came to Earth in human form as Jesus.<br><br>To learn what Christians believe that Jesus is one of the three persons of the Trinity – God the Father, the Son and the Holy Spirit<br><br>To understand that Christians believe the Father creates and sends the Son who saves his people. The Son then sends the Holy Spirit to his followers. | Theology/Philosophy mixture<br>Could Jesus heal people? Were these miracles or is there some other explanation?<br>God/Gospels UC<br><br>Jesus and the blind man, The Paralysed Man, Miracles<br>What do Christians believe about God? UC<br><br>TO understand the term miracle – how does it apply to the modern world in your opinion?<br><br>What is the effect of a positive mindset?<br><br>What is the message you take from the parable of the 'Blind Man'?<br><br>To understand a miracle is something outside the usual rules of nature or expectations.<br><br>Do stories have to be true to be meaningful?<br><br>Were Jesus' miracles just stories to make people think Jesus was special/God on earth, or that we should help those that are sick?<br><br>What other explanations could there be?<br><br>Was Jesus the Son of God?<br><br>Why do Christians believe it was possible for Jesus to perform miracles? | To understand the concept of a rescuer or saviour.<br><br>By the end of the unit pupils will: understand that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.<br><br>Investigate and understand that the various events of Holy week such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.<br><br>To understand that there are links between the Gospel texts and how Christian's mark events at Easter.<br><br>To understand that Christians today trust that Jesus rose from the dead so is still alive today.<br><br>To offer suggestions regarding the narrative of the Last Supper and Judas' betrayal and Peter's denial. Use Art representations to tell the Easter Story.<br><br>Beech Class to link Judaism and the Last Supper in collective worship in Easter Week.<br>Explain why Christians remember Jesus' last week at Easter.<br><br>Who was Good Friday good for and who was it not good for?<br><br>Do Christians today think it was good for them? | To explore who they are and what is important to their families.<br><br>To understand we all have different roles in families, school etc.<br><br>What is it that makes you you?<br><br>Link this to Hindu beliefs about Brahman and the different deities, Ganesha, Triurti<br><br>Explain that Hindus believe he has many different forms but there is only one God Brahman who Hindus see in many different forms.<br><br>Teach the children about the different deities – Ganesha/Lakshami.<br>Explain how Hindus express faith through dance and the different Hindu gods<br>www.bbc.co.uk/education/clips/z6q6sbk<br>What do Hindus believe about God? Use the salt dissolved in a glass of water analogy.<br><br>Hindus believe Brahman is everywhere and in everything. Link this to how they may live their lives.<br><br>Read a poem from the Upanishads and learn it.<br><br>To learn how the home is a special place for the family | To identify what is wonderful about our local area and what is not so good.<br><br>To look at the work of Christian Ecological charities across the world – what is stewardship? **We are stewards of the earth, and we have a responsibility to care for it**. Scripture is clear that all of God's creation, not just mankind, brings him glory. Therefore, our stewardship and upkeep of the earth is one of the greatest offerings of worship we can give. Look at famous Christians such as CS Lewis who stood up for ecology. *How will the legend of the age of trees Feel, when the last tree falls in England? When the concrete spreads and the town conquers*<br>*Work of Operation Noah*<br>***Climate Stewards***<br>*Green Christians*<br><br>Look at Christian Aid in Rainforest example Fair Trade<br>Look at the Chocolate Trade in Ghana – play the Chocolate Trade Game – How have different Christian communities helped with Fair Trade? How does this show stewardship?<br><br>Explore case studies of Dr Shiva and Rabbie Allen - Big Questions Big Answers | Finding out about the culture and religion of another society in the world. |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

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| | To understand 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.<br><br>Compare Christian views of the Trinity with other religions.<br><br>If possible - Explore the local church for evidence of the Trinity.<br><br>If you could give the world one Christmas present what would it be? | If you could perform one miracle for the world what would it be? Draw the difference this would make for the world. | Learn that Christians believe that Jesus willingly died to save them/rescue them and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing.<br><br>Know that Jesus came to show God's love.<br>Understand that Christians today trust that Jesus really did rise from the dead and so is still alive today.<br><br>What is a Servant King?<br><br>Christians remember and celebrate Jesus' last week, death and resurrection.<br>In alternate years Beech to do the 'Easter Play' and Joseph and His Technicolour Dreamcoat. | To learn about the home shrine<br><br>To understand how the home is a place of puja<br><br>To find out how the mandir is a community centre as well as a place of worship<br><br>To look at a mandir in the UK | To compare how other faiths put beliefs into action<br>Compare Christian Stewardship with four other religions beliefs about caring for the environment | |
| Outdoor Learning:<br>Visit a Mandir<br>Bring in Hindus to explain the importance of Divali | **Farnham Church Visit**<br><br>**Church Visit- Bishop Stortford.**<br><br>**Outdoor area**<br><br>**Farnham** | | Plays<br>Last Supper assembly to link the Seder Meal with the Last Supper and explain the concept of a Servant King. | Perform the Upanishads poem. | Link the local area to other vulnerable parts of the world<br>If possible visit the Cambridge Mosque as it is the first 'Green' place of worship in Cambridge. | Visit the many different Christian Churches in Saffron Walden |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | | Year A Spring | Year A Summer | |
|---|---|---|---|---|
| **SCIENCE**<br>**Ensure you cover all the enquiry areas including fair and comparative testing, research, exploring, observing over time, pattern seeking, problem solving, sorting and classifying as well as modelling** | | | | |
| ***Plants and Animals Including Humans***<br>***Forest School Year 4 First half of term Year 3 Second Half of Term*** | | ***Forces and Magnets*** | ***Rocks and Light*** | |
| **How Does Your Garden Grow**<br>**Working scientifically objectives:**<br>• Ask relevant questions and use different types of scientific enquiries to answer them (questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.)<br>• Setting up simple practical enquires eg. Comparative test- Compare the effect of different factors on plant growth (amount of light, amount of fertilizer)<br>• Make systematic and careful observations- observe the different stages of plant life cycles over a period of time.<br>• Record finding using simple scientific language; drawings, labelled diagrams or table (how much the plant has grown)<br>• Use results to draw simple conclusions, make predictions for new values.<br>• Use scientific evidence to answer questions or support their findings.<br>**Plants**<br>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br>• 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<br>• Investigate the way in which water is transported within plants<br>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal<br><br>Both Year groups to experience these in Out and About/Forest Schools<br><br>**Revision of objectives from Plants and Habitats**<br>**Plants**<br>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br>• 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<br>• Investigate the way in which water is transported within plants | **Animals Including Humans**<br>**Working scientifically objectives:**<br>• Identifying and classifying animals eg. with and without skeletons.<br>• Create a key to identify animals with or without a skeletons<br>• Observe and compare movement of animals with and without a skeleton.<br>• Report on findings from enquiries including oral and written explanations (this could be using secondary sources to gather their information)<br>• Use straight forward scientific evidence to answer questions or to support their findings. (Research different food groups and how they keep us healthy- design meal plans based on what they find out.)<br>• Gather and classify and present data in a variety of ways to help in answering questions- compare and contrast diets of different animals and decide ways of grouping them according to what they eat.<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• *Raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.*<br>• Record findings by making simple keys *to explore and identify local plants and animals.*<br>**Animals inc Humans**<br>• Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat<br>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement | **Forces**<br>**Working scientifically objectives:**<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• Set up simple practical enquiries, comparative and fair tests how far things move of different surfaces. Looking for patterns in the way that magnets behave in relation to each other and what might affect this- the strength of the magnet, which pole faces another.<br>• Make systematic and careful observations and, take accurate measurements using standard units (m rules to measure the size of shadows<br>• Gather, record, classify and present data to help answer questions compare how different things move and group them. Explore the strength of different magnets and find ways to compare them. Sorting materials into magnetic and non-magnetic.<br>• Record findings using simple scientific language, drawings, labelled diagrams and tables<br>• Report on findings from enquiries- presentation of results and conclusions. Look for patterns in the way that magnets behave in relation to each other and what might affect this.<br>• Use results to make predictions of new values<br>• Identify changes related to simple scientific ideas (the further away the light source the bigger the shadow) Using straightforward scientific evidence to answer questions or support their findings- identifying how properties of magnets make them useful in everyday items and suggesting creative uses for different magnets.<br><br>**Forces and Magnets**<br><br>• Compare how things move on different surfaces<br>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>• Observe how magnets attract or repel each other and attract some materials and not others<br>• 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<br>• Describe magnets as having two poles<br>• Predict whether two magnets will attract or repel each other, depending on which poles are facing<br><br>**Science Week**<br><br>**Linked to Forces and other objectives studied over the last two years** | **Rocks**<br>**Working scientifically objectives:**<br><br>• Use scientific evidence to answer questions or support their findings.<br>• Ask relevant questions and use different types of scientific enquiry to answer them. Raise and answer questions about how soils are formed.<br>• Set up simple practical enquiries<br>• Using results draw simple conclusions and raise further questions.<br>• Gathering, recording and classifying data, in a variety of ways to help answer questions.<br>• Use a hand lens or microscope to help identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.<br>• Record findings using a key create a key for identifying rocks<br>• Use straightforward scientific evidence to answer questions or support their findings. Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.<br>• Report on findings from enquiries using oral or written explanations or presentations.<br>**Rocks**<br>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>• Recognise that soils are made from rocks and organic matter | **Can You See Me? Light**<br>**Working scientifically objectives:**<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, take accurate measurements using standard units (m rules to measure the size of shadows<br>• Gather record and present data to help answer questions how the size of shadows change<br>• Record findings using simple scientific language, drawings, labelled diagrams and tables<br>• Report on findings from enquiries- presentation of results and conclusions.<br>• Use results to make predictions of new values<br>• Identify changes related to simple scientific ideas (the further away the light source the bigger the shadow)<br>**Light**<br>• Recognise that they need light in order to see things and that dark is absence of light<br>• Notice that light is reflected from surfaces<br>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object<br>• Find patterns in the way that the size of shadows change |

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| • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal<br>• Recognise that living things can be grouped in a variety of ways<br>•Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>Recognise that environments ca change and that this can sometimes pose dangers to living things | • Describe the simple functions of the basic parts of the digestive system in humans<br>• Identify the different types of teeth in humans and their simple functions<br>• Construct and interpret a variety of food chains, identify producers, predators and prey | | | |
| **Opportunities for more practical and outdoor learning:**<br><br>**Educational visit to Wicken Hatfield Forest for revision of habitats and plants (Science topic)**<br><br>**Visiting local farm for ideas about the local harvest (sugar beet etc.)**<br><br>**Compare describe and understand the plants you find in your outdoor area**<br><br>**search for signs of the seasons**<br><br>**3D Nature sculpture *under Year 2 Plants**<br><br>**Trip to Farnham Park for Pushes and Pulls** | **Talks from local GP and physiotherapists** | **Science Week- practical demonstrations as well as practical experiments each day throughout the week** | **Educational visit to Walton on the Naze**<br>**Use of rock box from Saffron Walden Museum**<br><br>**Make your own fossils from nature using clay**<br><br>**Special people made from pebbles from TWINKL – pack with photos** | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

<table>
<tr><th colspan="2">Year B Autumn</th><th>Year B Spring</th><th colspan="2">Year B Summer</th></tr>
<tr><td colspan="5">SCIENCE<br>Ensure you cover all the enquiry areas including fair and comparative testing, research, exploring, observing over time, pattern seeking, problem solving, sorting and classifying as well as modelling</td></tr>
<tr><td colspan="2">Living Things and Their Habitats and Animals Including Humans<br>Forest School Year 4 First half of term Year 3 Second Half of Term</td><td>States of Matter</td><td colspan="2">Electricity and Sound</td></tr>
<tr>
<td>Living Things and Their Habitats<br>Working scientifically objectives:<br>• Identifying and classifying animals eg. with and without skeletons.<br>• Create a key to identify animals with or without a skeletons<br>• Observe and compare movement of animals with and without a skeleton.<br>• Report on findings from enquiries including oral and written explanations (this could be using secondary sources to gather their information)<br>• Use straight forward scientific evidence to answer questions or to support their findings. (Research different food groups and how they keep us healthy- design meal plans based on what they find out.)<br>• Gather and classify and present data in a variety of ways to help in answering questions- compare and contrast diets of different animals and decide ways of grouping them according to what they eat.<br><br>Living Things and their habitats<br>• Recognise that living things can be grouped in a variety of ways<br>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>• Recognise that environments ca change and that this can sometimes pose dangers to living things</td>
<td>Animals Including Humans<br>Working scientifically objectives:<br>• Identifying and classifying animals eg. with and without skeletons.<br>• Create a key to identify animals with or without a skeletons<br>• Observe and compare movement of animals with and without a skeleton.<br>• Report on findings from enquiries including oral and written explanations (this could be using secondary sources to gather their information)<br>• Use straight forward scientific evidence to answer questions or to support their findings. (Research different food groups and how they keep us healthy- design meal plans based on what they find out.)<br>• Gather and classify and present data in a variety of ways to help in answering questions- compare and contrast diets of different animals and decide ways of grouping them according to what they eat.<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• Raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.<br>• Record findings by making simple keys to explore and identify local plants and animals.<br>Animals inc Humans<br>• Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat (Healthy Eating links PSHE)<br>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement<br>• Describe the simple functions of the basic parts of the digestive system in humans<br>• Identify the different types of teeth in humans and their simple functions<br>• Construct and interpret a variety of food chains, identify producers, predators and prey</td>
<td>States of Matter<br>• Compare and group materials together, according to whether they are solids, liquids or gases<br>• Observe that some materials change state when they are heated or cooled and measure or research the temperatures at which this happens in degrees Celsius<br>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br>Working scientifically objectives:<br>• Ask relevant questions and explore a range of materials- grouping and comparisons, classifying<br>• Research states of matter and write simple explanations for them; temperature at which materials change state, eg when iron melts, oxygen condenses into a liquid.<br>• Set up simple investigations to answer questions about the effect of temperature on substance eg chocolate, butter, cream (making crispy cakes and ice cream for a party)<br>• Observe and record (table, graph) evaporation over a period of time eg a puddle in the playground or washing on a line.<br>• Make accurate measurements (measure size of puzzle throughout day with m rule)<br>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests<br>Science Week<br><br>Linked to States of Matter and other objectives studied over the last two years</td>
<td>Electricity<br>Working scientifically objectives:<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, take accurate measurements using standard units<br>• Gather record and present data to help answer questions – which objects are conductors etc<br>• Record findings using simple scientific language, drawings, using the correct symbols to represent a circuit, labelled diagrams and tables<br>• Report on findings from enquiries- presentation of results and conclusions.<br>• Use results to make predictions of new values<br>• Identify changes related to simple scientific ideas – how introducing new elements will effect the rate of electricity travelling through the circuit<br>Electricity<br>• Identify common appliances that run on electricity<br>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>• 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<br>• Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>Recognise some common conductors and insulators, and associate metals with being good conductors</td>
<td>Sound<br>Working scientifically objectives:<br>• Set up simple practical enquiries, comparative and fair tests in order to observe and find patterns. Explore sounds made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.<br>• Make a prediction based on previous learning I think the fatter elastic bad will make a deeper sound.<br>• Make accurate measurements (tuner) to record the pitch produced by sound.<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>• Research making instruments and using knowledge from topic on pitch and volume to make own instruments (DT link) or ear muffs<br><br>Sound<br>• Identify how sounds are made, associating some of them with something vibrating<br>• Recognise that vibrations from sounds travel through a medium to the ear<br>• Find patterns between the pitch of a sound and features of the object that produced it<br>• Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>• Recognise that sounds get fainter as the distance from the sound source increases</td>
</tr>
<tr><td colspan="2">Opportunities for more practical and outdoor learning:</td><td>Talk by GP parent or Jackie who lives close by (Physiotherapist)</td><td>Science Week- practical demonstrations as well as practical experiments each day throughout the week</td><td>Visit to Cambridge Botanical Gardens linked to topic Rainforests – revision of flowers and plants from Year A</td><td>Links to DT making earmuffs</td></tr>
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Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| **Encounter EDU live programmes from different climates**<br>**Educational visit to Hatfield Forest for revision of habitats and plants (Science topic)**<br><br>**Farnham Local Area**<br><br>**Farnham Forest**<br><br>**Rickling allotments** | | | **Range of practical experiments linked to electricity** | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
|---|---|---|
| **HISTORY** | | |
| ***The Ancient Egyptians***<br>**How does life in Ancient Egypt differ from my life today?** | ***The Romans***<br>**What did the Romans ever do for me?** | **Geography objectives for Coasts**<br>**Who was Mary Anning?** |
| *Pupils should know about: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared e.g. Ancient Egypt*<br>*To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.*<br>• To understand where and when the ancient Egyptians lived<br>• To find out about Egyptian life by looking at artefacts<br>*To address historically valid questions about change, cause, similarity and difference and significance*<br>• To discover what the daily life of many ancient Egyptian people was like<br>• To understand what was important to people during ancient Egyptian times<br>*To construct informed responses that involve thoughtful selection and organisation of relevant historical information*<br>• To understand the mummification process used by the ancient Egyptians<br>• To understand and explain the ancient Egyptian ritual of mummification<br>• To distinguish information about the different gods<br>• To compare and contrast the powers of different Egyptian gods<br>*To understand how our knowledge of the past is constructed from a range of sources*<br>• To explore the discovery of the tomb of Tutankhamun<br>• To recognise how evidence/sources can give us different answers about the past<br>*To note connections, contrasts and trends over time and develop the appropriate use of historical terms*<br>• To explore ancient Egyptian writing systems<br>• Compare and contrast the Egyptian writing with my own | *Pupils should be taught about the Roman Empire and its impact on Britain*<br>This could include:<br>Julius Caesar's attempted invasion in 55-54 BC<br>the Roman Empire by AD 42 and the power of its army<br>successful invasion by Claudius and conquest, including Hadrian's Wall<br>British resistance, for example, Boudica<br>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity<br>*To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.*<br>• To understand where the Roman Empire began<br>• To use research skills to find out about Julius Caesar<br>• To establish a chronological understanding of the Roman invasion of Britain<br>• To understand the size and structure of Hadrian's Wall as it was when it was first built today and make comparisons to it today<br>*To construct informed responses that involve thoughtful selection and organisation of relevant historical information*<br>• To discover and use facts about Roman Gods<br>• To look at the events of 'Boudicca's Rebellion' from different perspectives<br>• To use research skills to find out what a Roman soldier wore and why<br>*To understand how our knowledge of the past is constructed from a range of sources*<br>*To address historically valid questions about change, cause, similarity and difference and significance*<br>• To explore the impact of Roman technology, culture and beliefs throughout history and in the present day e.g. Roman roads | **Some History objectives covered during Big Little Planet Week**<br><br>*To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.*<br><br>• To learn about Mary Anning (link to Science and History) |
| **Opportunities for more practical and outdoor learning:**<br>*Visits: Fitzwilliam in Cambridge for a painting session on papyrus*<br>*British Museum in London*<br>*See ideas in Art section link to scarab beetles and hieroglyphics*<br><br>*Tomb in the outdoor area*<br><br>*Bread making*<br><br>*Feast and dress up day.*<br><br>*Mask making outside* | Visits<br>Colchester Castle<br><br>Forest School:-<br><br>Roman Battle<br><br>Roman map work<br><br>Mosaic work<br><br>Roman food making<br><br>Roman Feast<br><br>Roman dress up day | |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| | Boudica battle and scene outside. | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
|---|---|---|
| **HISTORY** | | |
| **Vikings**<br>**Were all Vikings warriors?** | ***Stone Age to Bronze Age***<br>**Did cavemen live in caves?** | **Geography Objectives in Summer Term**<br>**History of the Amazon tribes** |
| *Pupils should be taught about: the Vikings struggle for the Kingdom of England to the time of Edward the Confessor*<br><br>This could include:<br>Viking raids and invasion<br>resistance by Alfred the Great and Athelstan, first king of England<br>further Viking invasions and Danegeld<br>laws and justice<br>Edward the Confessor and his death in 1066<br><br>*To develop a chronically secure knowledge and understanding of British, local and world history, establishing clear narratives*<br>• To explain when and where the Vikings came from and when and why they invaded Britain<br><br>*To understand how our knowledge of the past is constructed from a range of sources*<br>• To look at different sources and their reliability<br><br>*To note connections, contrasts and trends over time and to develop the appropriate use of historical terms*<br><br>*To address and devise historically valid questions about change, cause, similarity and difference and significance*<br>• To know that Anglo –Saxons and Vikings fought and why Anglo-Saxon kings during this Viking period was significant<br><br>*To construct informed responses that involve thoughtful selection and organisation of relevant historical information*<br>• To explain who King Ethelred 11 was and say when and why Danegeld was introduced<br>• To identify and explain key aspects of Viking life e.g | *Pupils should be taught about: changes in Britain from Stone Age to Iron Age*<br>This could include:<br>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae<br>Bronze Age religion, technology and travel, for example, Stonehenge<br>*To develop a chronically secure knowledge and understanding of British, local and world history, establishing clear narratives*<br>• To find out about what happened in the time from the Stone Age to the Iron Age<br>• To discover the events of the Stone Age and Bronze Age<br>• To understand what copper mining meant to the people of the Bronze Age<br>*To understand how our knowledge of the past is constructed from a range of sources*<br>• To investigate cave paintings<br>• To find out what we know about Skara Brae and why it is significant<br>• Understand how evidence about Stonehenge can give us different answers about the past<br>• Understand how evidence about Druids can gives us different answers about the past<br>*To note connections, contrasts, and trends over time and to develop the appropriate use of historical terms*<br>• To look at different homes from the Palaeolithic, Mesolithic and Neolithic times<br>• To find out what people ate in the Stone Age and how their diet changed<br>• To understand how and why hillforts were developed in the Iron Age<br>*To address and devise historically valid questions about change, cause, similarity and difference and significance*<br>• Consider life in the Stone Age and how it compares to life to today<br>*To construct informed responses that involve thoughtful selection and organisation of relevant historical information*<br>• To understand what humans needed for survival in the Stone Age | • **Some History objectives covered during Big Little Planet Week**<br><br>*To learn about the different tribes in the Rainforest and how the actions of other civilisations has affected them especially over the last fifty years.*<br><br>*Link to work on Brazil in Big Little Planet Week* |
| **Opportunities for more practical and outdoor learning:**<br>Visit to West Stowe early in the term to see how Anglo-Saxons lived<br><br>Forest School<br><br>Make a village using the outdoor area. | *Forest school* | **Visit to Cambridge Botanical Gardens for Tropical Rainforest** |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
|---|---|---|
| **GEOGRAPHY** | | |
| **Maps/Our World**<br>**To link with Egyptians**<br>**What was the importance of the River Nile to the Egyptians?** | **The UK**<br>**To link with Romans**<br>**To compare Italy and the UK** | **Coasts**<br>**Linked to Science Fossils**<br>**How does coastal management affect coastal communities?**<br>**Field Trip Walton on the Nase** |
| **Human and Physical Geography**<br>*To describe and understand key aspects of human geography including land use in the context of using sketch maps*<br>• To use simple sketch maps that show how land is used<br>• To use a key on a map to show how land is used<br>• To show that I know features nearby and beyond the UK<br><br>***Geographical Skills and Fieldwork***<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas<br>• To identify rivers and seas using an atlas or map, globe, atlas or digital mapping | ***Locational Knowledge***<br>• To show I know the physical and human features of my locality<br>*To 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 in the context of drawing a sketch map and in the context of drawing a map*<br>*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*<br><br>• To draw a simple sketch map using symbols and keys<br>• To explain how land is used for different types of farming<br>• To create a simple sketch map to show how land is used<br>• To draw accurate maps with more complex keys<br>• To explore features on OS maps using figure grid references<br>• To make straight line distances using the right scale<br>• To use the eight compass points to describe the location of the countries and cities of the UK and Italy<br>• To use four figure grid references<br>• To name and locate the main rivers and seas of the UK and Italy<br>• To name and locate areas of high ground in the UK and Italy<br>• To explain how the locality is set within a wider geographical context<br>• To ask and answer geographical questions | ***Human and Physical Geography***<br>*Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*<br>• To understand cliff formation<br>• To look at how different types of rock affect the different coastlines<br>• To understand the terms erosion and deposition<br>• To understand the threat to some of the coastal areas in the UK from rising sea levels<br><br>***Locational Knowledge***<br>*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*<br><br>• To show knowledge of the wider content of places e.g. county, region and country.<br>• To name and locate countries and cities of the United Kingdom geographical regions and identify their key topographical features associated with the coast<br>• To look at land use near the coast<br><br>***Geographical skills and fieldwork***<br>*Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.*<br><br>*Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*<br>• To use basic geographical words such as cliff, ocean, valley, sea, vegetation, soil, mountain, port harbour, factory, office<br>• To use a map or atlas to locate areas of high ground and coastal regions in the UK using an atlas or map, globe, atlas or digital mapping |
| **Opportunities for more practical and outdoor learning:**<br>To sketch land use in Autumn/Winter around the local area using symbols and keys<br>Link to visit to local farm for harvest of the sugar beet | **Opportunities for more practical and outdoor learning:**<br>To sketch land use in Spring around the local area using symbols and keys<br>Link to visit to local farm | ***Geographical visit to Walton on the Nase to look at cliff erosion*** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
|---|---|---|
| **GEOGRAPHY** | | |
| **Our World**<br>**To link with Vikings** | **Weather and Climates**<br>**Are weather and climate the same thing?**<br>**Link with States of Matter in Science Second Half of Term** | **Rainforests**<br>**Following on from Water Cycle** |
| **Locational Knowledge**<br>*To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres*<br>• To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere<br>• To recognise the different shapes of continents<br>• to show where countries are within Europe, including Russia<br><br>*To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps*<br>• To identify lines of latitude and longitude<br><br>*To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations*<br>• To use longitude and latitude to find places on maps, atlases and globes<br><br>*To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK*<br>• To compare the climate of Scandinavia with the UK (North Atlantic Drift)<br><br>*To identify the position and significance of the Prime/Greenwich meridian by exploring countries on the Meridian Line*<br>• To explain the position and significance of the Prime Meridian<br><br>*To identify the position and significance of time zones (including day and night) by comparing times in different countries.*<br>To explain the position and significance of time zones | **Human and Physical Geography**<br>*Describe and understand key aspects of the water cycle in the context of learning about:*<br>• the changing states of matter (To explain the three states of matter)<br>• explaining the water cycle (To explain the key aspects of the water cycle)<br>• clouds and rain (To explain how clouds and rain are formed)<br>• the water treating process (To explain how and why drinking water is cleaned)<br>• flooding (To explain the causes and effects of flooding)<br>• water pollution (To understand the causes and effects of water pollution)<br>• to explore weather patterns around parts of the world<br>• to explain about key natural resources e.g. water in the locality<br><br>**Place Knowledge**<br>• To show a wider content of places – region, country<br>• To understand why there are similarities and differences between places<br><br>**Locational Knowledge – use of atlases to find places with different climates**<br>• I can show where countries are within Europe, including Russia<br>• I can recognise that people have different quality of life living in different climates, locations and environments. | ***Locational Knowledge***<br>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristic, countries, and major cities in the context of rainforests<br>• To identify areas of the world containing rainforests<br>• To understand why there are similarities and differences between places<br>• To show some sense of how places relate to each other<br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests<br>• To use maps and atlases to locate rainforests<br>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests<br>• To identify areas of the world containing rainforests<br><br>To describe and understand key aspects of physical geography<br>• To describe the key aspects of a tropical climate<br>• To describe and understand the features of the layers of a rainforest<br>• To describe the animals and plants living in the rainforest<br>***Place Knowledge***<br>**Comparison Study**<br>*To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America by comparing the Amazon rainforest and Quendon woods and school grounds*<br>***Human and Physical Geography***<br>To describe and understand key aspects of human geography<br>• To explain the effects humans are having on the rainforest<br>• To show that I know about the wider context of places – regions/country<br>• To understand why there are similarities and differences between places<br>• To describe how people have been affected by changes in the environment<br>• To understand the effect of landscape features on the development of a locality<br>***Geographical Skills and Fieldwork***<br>• To communicate my findings in appropriate ways<br>• To recognise that different people hold different views about an issue and can begin to understand some of the reasons why<br>• To analyse evidence and draw conclusions such as making comparisons between locations using aerial photos/pictures |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| **Opportunities for more practical and outdoor learning:** | **Practical experiments linked to water cycle, clouds and other weather**<br>**To have a local councillor in to talk about local flooding** | ***Debates about Rainforest issues (Kapok Tree book – eating animals from Rainforest – tribes and taking land)***<br>***Visit to Cambridge Botanical Gardens – experience the humidity of the climate for the plants to grow*** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
|---|---|---|
| **ART AND DESIGN** | | |
| ***Art Linked to Egyptian Topic and Plants (Science)***<br>***Patterns – Egyptian Pharoah with patterns on hat***<br>***Butterflies – Damien Hurst*** | ***Art Linked to Romans – Mosaics*** | ***Art Linked to Coastal Topic Vincent Scarpace Fish and Alfred Wallis' Harbour Scenes***<br>***Sculpture – Henry Moore*** |
| *To experiment with different materials to create a range of effects and use their techniques in the completed pieces of work*<br><br>*To be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design*<br><br>*To learn about great artists, architects and designers in history*<br><br>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*<br><br>*To create sketch books to record their observations and use them to review and revisit ideas*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design*<br><br>• To draw cartoon characters, inspired by the style of other artists (Christmas Card)<br>• To alter the tint and shade of a colour (black and white tree paintings showing depth)<br>• To draw form observation (draw autumn leaves)<br>• To use different materials to make a three-dimensional artwork (Hats for assembly)<br>• To create an image using an artistic process<br>• To create a traditional design style<br>• To arrange and draw a still life image from observation<br>• To create patterns using printing techniques<br>• To create patterns using a stamp<br>• To create patterns using reflection and symmetry<br>• To create a geometric pattern | *To experiment with different materials to create a range of effects and use their techniques in the completed pieces of work*<br><br>*Io learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work*<br><br>*To study the work of an artist and use it to develop their own styles in drawing and other mediums*<br><br>• To make a Roman mosaic inspired by those left behind by the Romans<br>• To investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth<br>• To use clay to reproduce an ancient Roman artefact<br>• To design and make a Roman shield looking at typical colours, patterns and designs<br>• To create patterns using printing techniques<br>• To create patterns using a stamp<br>• To create patterns using reflection and symmetry<br>• To create a geometric pattern | *To study the work of an artist and use it to develop their own styles in drawing and other mediums*<br><br>*To be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design*<br><br>*To learn about great artists, architects and designers in history*<br><br>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*<br><br>*To create sketch books to record their observations and use them to review and revisit ideas*<br><br>To paint a harbour scene in the style of Alfred Wallis<br>Find out about the artist<br>To design their own Vincent Scarpace Fish<br>*Henry Moore Sculpture:*<br>*To create sketch books to record their observations and use them to review and revisit ideas*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design*<br><br>• To create a collage in the style of an artist<br>• To create a sculpture in the style of sculptor Sokari Douglas Camp<br>• To create a sculpture in the style of El Anatsui |
| **Opportunities for more practical and outdoor learning:**<br>**Outdoor learning made easy Teach symbolic communication in a creative way outdoors Egyptian hieroglyphics**<br>**Egyptian scarab beetles - go on a search for beetles and find out what beetles there are and out of clay make a beetle**. | *Roman activities linked to Forest School* | *Visit the Henry Moore Gardens* |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
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| **ART AND DESIGN** | | |
| ***Art Linked to Vikings- Animal Knots, sketching techniques linked to Viking Warrior***<br>***Tie Dying (Link to Fabric in DT)*** | ***Art Linked to Stone Age to Iron Age***<br>***Musical Instruments linked to Sound*** | ***Art Linked to Rainforests***<br>***The Surprise - ?***<br>***Oenone Hammersley – Rainforest Pictures***<br>***Georgia O'Keeffe – Close Up of Flowers Acrylics*** |
| *To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kind of art, craft and design*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture*<br><br>*To learn about great artists, architects, and designers in history*<br><br>• <br>• To create a mood board<br>• To create tie-dyed materials<br>• To learn what paper weaving is and create a piece of art using this method<br>• To weave using different materials<br>• To sew designs onto a t-shirt to personalise it<br><br>***Art Linked to the Vikings***<br>*To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture*<br><br>*To learn about great artists, architects and designers in history*<br><br>• To draw Viking patterns – dragon and animal knots<br>• To create patterns using printing techniques<br>• To create patterns using a stamp<br>• To create patterns using reflection and symmetry<br>• To create a geometric pattern<br>• To scale up drawings and sketches in a different medium – sketch of Viking warrior<br>• To apply and blend charcoal to create tone and texture<br>• To experiment with the pigments in natural products to make different colours<br>• To develop painting skills | ***Art linked to Topic***<br>*To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture*<br><br>*To learn about great artists, architects and designers in history*<br><br>• To learn how prehistoric man-made art and to reflect this style in their cave painting work<br>• To scale up drawings and sketches in a different medium<br>• To apply and blend charcoal to create tone and texture<br>• To experiment with the pigments in natural products to make different colours<br>• To develop painting skills<br>• To design a model of Skara Brae | *To study the work of an artist and use it to develop their own styles in drawing and other mediums*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)*<br>• To use the following techniques for their own versions of pictures by Oenone Hammersley and Georgia O'Keeffe<br>• To apply an even layer of pencil tone when shading<br>• To show tone by shading<br>• To scale up drawings and sketches in a different medium<br>• To apply and blend charcoal to create tone and texture<br>• To experiment with the pigments in natural products to make different colours<br>• To develop painting skills using acrylic paints<br><br>***Art Linked to Topic***<br>*To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*<br><br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture*<br><br>*To learn about great artists, architects and designers in history*<br>To draw different animals from the rainforest using sketching techniques<br>To create a Brazilian mask from their animal drawings<br><br>***To Make Musical Instruments***<br>*To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kind of art, craft and design*<br><br>*To create sketchbooks to record their observations and use them to review and revisit ideas*<br><br>*To improve their mastery of art and design techniques, including drawing, painting and sculpture*<br><br>*To learn about great artists, architects and designers in history*<br><br>• To create a musical instrument from recycled materials<br>• To decorate musical instruments |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| **Opportunities for more practical and outdoor learning:**<br>Linked to Forest Schools | | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
|---|---|---|
| **DESIGN AND TECHNOLOGY inc Cooking and Nutrition** | | |
| **Structures: Constructing a Shaduf**<br>**Food: Adapting a Recipe for Egyptian Bread** | **Electrical systems: Electrical poster**<br>**Make a catapult, hovercraft for Science Week**<br>**To make a drawstring Roman purse** | **Design a Self-Propelled Submarine**<br>**Wearable Technology** |
| ***Design a Shaduf***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or group*<br>• To generate ideas for an item considering its purpose and the user<br>• To identify a purpose and establish criteria for a successful product<br>• To plan the order of their work<br>• To explore develop and communicate design proposals by modelling ideas<br>• Make drawings with labels when designing<br>• Evaluate products and identify criterial that can be used for their own designs<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g., cutting, shaping, joining and finishing*<br>• Select tools and techniques for making their product<br>• Measure, mark out, cut, score and assemble components with more accuracy<br>• Work safely and accurately with a range of simple tools<br>• Think about their ideas as they make progress and be willing change things if this helps them improve their work<br>• Measure, tape or pin, cut and join fabric with some accuracy<br>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics and aesthetic qualities*<br><br>***Evaluate***<br>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*<br>• Evaluate their product against original design criteria e.g. how well it meets its intended purpose<br>• Disassemble and evaluate familiar products<br>***Technical Knowledge***<br>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*<br><br>• *to identify features of a shaduf*<br>• *to design a shaduf*<br>• *learn to measure wood accurately*<br>• *Learn to use a saw safely*<br>• *to construct and evaluate my final product*<br><br>***Cooking and Nutrition – Egyptian Bread KAPOW UNIT***<br>*To understand and apply the principle of a healthy and varied diet*<br><br>*To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*<br><br>*To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*<br><br>***Design***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br>• Demonstrate hygienic food preparation and storage | ***Design for Electrical Poster KAPOW UNIT***<br>*Explain what information design is and understand its impact considering what could happen if we have no signage, posters or written communication in public places of interest*<br>• To research and choose a specific Ancient topic on which to base their initial poster idea<br>• To complete design criteria based on a client's request<br>• To roughly sketch four initial poster ideas, indicating where a bulb will be located for each<br>• To review initial ideas against design criteria and peer feedback, developing a final design<br>• Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstrations<br>• Acknowledge with a brief explanation, the need to mount the power using corrugated card<br>• Test the simple circuit works by adding a battery<br>• Evaluate their electric posters in a letter to the client<br><br>***Make***<br>*Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities*<br>• Select tools and techniques for making their product<br>• Measure, mark out, cut, score and assemble components with more accuracy<br>• Work safely and accurately with a range of simple tools<br>• Think about their ideas as they make progress and be willing change things if this helps them improve their work<br>• Measure, tape or pin, cut and join fabric with some accuracy<br><br>*Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against a design criteria and consider the views of others to improve their work*<br><br>***Technical Knowledge***<br>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*<br><br>*Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, lever and linkages)*<br><br>• to understand how to compile a circuit<br><br>***To make a Roman Drawstring purse***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing*<br><br>***Evaluate***<br>*Investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against their design criteria and consider the views of others to improve their work* | ***Design a Submarine***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or group*<br>• To generate ideas for an item considering its purpose and the user<br>• To identify a purpose and establish criteria for a successful product<br>• To plan the order of their work<br>• To explore develop and communicate design proposals by modelling ideas<br>• Make drawings with labels when designing<br>• Evaluate products and identify criterial that can be used for their own designs<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br>• Select tools and techniques for making their product<br>• Measure, mark out, cut, score and assemble components with more accuracy<br>• Work safely and accurately with a range of simple tools<br>• Think about their ideas as they make progress and be willing change things if this helps them improve their work<br>• Measure, tape or pin, cut and join fabric with some accuracy<br><br>*Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against a design criteria and consider the views of others to improve their work*<br><br>***Technical Knowledge***<br>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*<br><br>*Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, lever and linkages)*<br><br>• to build a submarine chassis<br>• to design a shape that reduces water resistance<br>• to make a model based on a chosen design<br>***https://classroom.google.com/u/1/w/NzMyMzQ1MjIwNzBa/t/all***<br><br>***Wearable Technology***<br>**NEW KAPOW UNIT 2023**<br><br>***Make***<br>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>*Give a brief explanation of the digital revolution and remember key examples*<br>*Suggest a feature form the virtual micro bit that is suitable*<br>*Write a program that initiates a flashing LED or another pattern on the virtual microbit when a button is pressed*<br>***Evaluate***<br>*To investigate and analyse a range of existing products* |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

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| *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*<br><br>• to follow a baking recipe<br>• to make and test a prototype<br>• to design bread to a given ingredients<br>• to make a bread that meets a given design brief | • | *Identify errors if testing is unsuccessful by comparing their code to a correct example*<br>*Explain the basic functionality of their finished program*<br>*Suggest key features for a way to attach the product to the user with some consideration for the overall theme and user*<br>*Create annotated diagrams to help illustrate how their product is worn*<br>*Describe what is meant by point of sale display with an example*<br>*Follow basic design requirements using computer aided design drawing at least one shape with a text box and bright colours following a demonstration*<br>***Evaluate***<br><br>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*<br><br>*Evaluate their design using a focus group* |
| **Opportunities for more practical and outdoor learning:**<br>**Linked to Forest Schools**<br>**Make Egyptian flat breads see Outdoor learning made easy in Egyptians section – learn about Egyptian farming and cooking whilst they mix and cook their own flatbreads.** | ***Mini fires and char clothes – children find kindling for their fires and learn to write in charcoal.***<br>***Learn to create their own mosaic art using natural materials – identify the trees and materials in their mosiaics***<br>***Children start by finding natural colours in nature and then learn to make natural red dyes using plants and nature***<br>Children will learn about Roman art and culture. Children will create their own sculpture using natural materials. Children will consolidate knot skills, especially a shear & square lashing | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
|---|---|---|
| **DESIGN AND TECHNOLOGY inc Cooking and Nutrition** | | |
| **Eating Seasonally**<br>**Making a Viking Garment Using Tie Dying – link to Art and History** | **Mechanical Systems: Making a Wind Powered Boat**<br>**To Make a Water Rocket – Science Week**<br>**To Design Earmuff – Linked to Sound in Science** | **Textiles Fastenings**<br>**Electrical Systems: Static Electricity and Torches**<br>**Textiles: Fastenings** |
| ***Viking Textile Design – link to Tie Dying in Art***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing*<br><br>***Evaluate***<br>*Investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against their design criteria and consider the views of others to improve their work*<br><br>***Technical Knowledge***<br>*To apply their understanding of computing to program, monitor and control their products*<br><br>• *to know how to sew*<br>• *to design a product and its template*<br>• *to assemble your cushion*<br><br>**Cooking and Nutrition – Make a Viking Feast using Seasonal Food**<br>*To understand and apply the principles of a healthy and varied diet*<br><br>*To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*<br><br>*To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*<br><br>• to know that climate affects food growth<br>• to know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK<br>• to create a recipe that is healthy and nutritious using seasonal vegetables<br>• to safely follow a recipe when cooking<br>***Cooking and Nutrition – Viking Bread***<br>*To understand and apply the principle of a healthy and varied diet*<br><br>*To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*<br><br>*To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*<br><br>***Design***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group* | ***Design a Slingshot car***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br><br>*Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against a design criteria and consider the views of others to improve their work*<br><br>***Technical Knowledge***<br>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*<br><br>*Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, lever and linkages)*<br><br>• to build a car chassis<br>• to design a shape that reduces air resistance for the water rocket<br>• to make a model based on a chosen design<br>• to assemble and test my completed product<br><br>*Evaluate their ideas and products against a design criteria and consider the views of others to improve their work* | ***Design and Make a Torch***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing*<br><br>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics and aesthetic qualities*<br><br>***Evaluate***<br>*Investigate and analyse a range of existing products*<br><br>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*<br><br>***Technical Knowledge***<br>*Understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors)*<br><br>*Understand how key events and individuals in design and technology have helped the world*<br><br>• *to understand static electricity*<br>• *to design a game aimed at a target audience*<br>• *to make a test game designs*<br>• *to evaluate my game*<br>• *to learn about electrical items and how they work*<br>• *to analyse and evaluate electrical products*<br>• *to design a torch*<br>*to make and evaluate a torch*<br>***Design a book cover***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>*To know that a fastening is something that holds two pieces of material together and that different fastening types are used for different purposes*<br><br>*TO know that a prototype of their design is useful for checking ideas and proportions*<br><br>***Make*** |

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| *Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br>• *to follow a baking recipe*<br>• *to make and test a prototype*<br>• *to design bread to a given ingredients*<br>*to make a bread that meets a given design brief*<br><br>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*<br><br>• | | *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br><br>*Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)*<br><br>***Outcomes and Skills***<br>• Identify a features, benefits and disadvantages of a range of fastening types<br>• Write design criteria and design a sleeve that satisfies the criter5ia<br>• Make a template for their book sleeve<br>• Assemble their case using any stitch they are comfortable with<br>• Writing design criteria for a product<br>• Designing a personalised book sleeve<br>• Making and testing a paper template<br>• Selecting a stich style to join fabric<br>• Sewing neatly using small regular stitches<br>• Incorporating a fastening into the design<br>• Testing and evaluating an end product again the original design criteria<br><br>***Design earmuffs***<br>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group*<br><br>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*<br><br>***Make***<br>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*<br><br>*Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately*<br><br>***Evaluate***<br>*To investigate and analyse a range of existing products*<br><br>***Technical Knowledge***<br>*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*<br><br>***Evaluate***<br>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* |
| **Opportunities for more practical and outdoor learning:**<br>**Link to Forest school learning** | ***See above*** | ***See above*** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
|---|---|---|
| **Music**<br>**Music Express – Year 3** | | |
| **Amazing Egyptians – Ancient Worlds Year 4**<br>**The Environment**<br>**Human Body**<br>**Building** | **In the past**<br>**Communication**<br>**Easter Play Music** | **Learn to play a tuned instrument (new Music Curriculum 2022)**<br>**Singing French**<br>**Sounds**<br>**Poetry** |
| **Amazing Egyptians: Musical Focus: Performance and accompaniment**<br>**The Environment: Musical Focus composition**<br>**The children explore songs and poems about places and create accompaniments to reflect sounds in their local environment.**<br>**Human Body: Musical Focus – Structure**<br>**Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythm and build a final skeleton dance.**<br>**Building – Musical Focus Beat DT**<br>**A series of lessons in understanding how music can be organised into sequences using voices and actions to perform simple rhythms within a steady beat**<br>*The different sections will cover the following:*<br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>• to know at least five songs from memory for the Christmas concerts and Beech assembly and who sang them or wrote them<br>• to know the style of the five songs<br>• to talk about how music makes them feel<br>• to listen carefully and respectfully to other people's thought about the music<br>• to choose one song and be able to talk about:<br>1. some of the style indicators of that song (musical characteristics that give the song its style)<br>2. the lyrics: what the song is about<br>3. any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch)<br>4. identify the main sections of the song (introduction, verse, chorus etc)<br>5. name some of the instruments they heard in the song<br>• to know and be able to talk about: pulse, dynamics, rhythm and pitch<br>• to sing in unison and in simple two parts<br>• to demonstrate a good singing posture<br>• to follow a leader when singing<br>• to enjoy exploring singing solo<br>• to sing with awareness of being 'in tune' | **In the Past: Musical Focus Pitch**<br>**The origins of pitch notation are introduced as the children make hand signals and compose three note melodies. They learn basic dance steps and prepare a performance.**<br>**Communication: Musical Focus Composition**<br>**Children make music inspired by technology and computing. They explore and compose sounds for earcons, emotions, mobile phone ringtones, computer games and apps.**<br>**Easter Play –Musical Focus – Performance - learn the songs**<br>*The different sections will cover the following:*<br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>*Develop and understanding of the history of music*<br><br>• to know five songs from memory and who sang them or wrote them<br>• to know the style of the five songs<br>• to talk about how music makes them feel<br>• to listen carefully and respectfully to other people's thought about the music<br>• to choose one song and be able to talk about:<br>• some of the style indicators of that song (musical characteristics that give the song its style)<br>• the lyrics: what the song is about<br>• any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch)<br>• identify the main sections of the song (introduction, verse, chorus etc)<br>• name some of the instruments they heard in the song<br>• to confidently identify and move to the pulse<br>• to think about what the words of a song mean<br>• to take it in turns to discuss how the song makes them feel<br>• to listen carefully and respectfully to other people's thoughts about the music<br>• to know how to find and demonstrate the pulse<br>• to know the difference between pulse and rhythm<br>• to know how pulse, rhythm and pitch work together to create a song<br>• to know the every piece of music has a pulse/steady beat<br>• to know the difference between a musical question and an answer<br>• to sing in unison and in simple two parts<br>• to demonstrate a good singing posture<br>• to follow a leader when singing | **Poetry: Musical Focus Performance**<br>**The children use their voices to speak expressively and rhythmically, discovering ways such as use of percussion and that ostinato accompaniments enhance their performances**<br>**China Musical Focus – Pitch**<br>**.The children explore pentatonic scales and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose and learn about the Chinese new year.**<br>**Sounds Musical Focus Exploring Sound**<br>**How are sounds produced and classified – children explore timbre and structure through musical conversations in music from around the world.**<br>**Singing French – Musical Focus: Pitch**<br>**Learning a language through song – children practise their French greetings.**<br>*The different sections will cover the following:*<br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>*Develop and understanding of the history of music*<br><br>• to know five songs from memory and who sang them or wrote them<br>• to know the style of the five songs<br>• to talk about how music makes them feel<br>• to listen carefully and respectfully to other people's thought about the music<br>• to choose one song and be able to talk about:<br>6. some of the style indicators of that song (musical characteristics that give the song its style)<br>7. the lyrics: what the song is about<br>8. any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch)<br>9. identify the main sections of the song (introduction, verse, chorus etc)<br>10. name some of the instruments they heard in the song<br>• to know and be able to talk about: pulse, dynamics, rhythm and pitch<br>• to sing in unison and in simple two parts<br>• to demonstrate a good singing posture<br>• to follow a leader when singing |

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| • to re-join the song if lost<br>• to listen to the group when singing<br>• To know what texture is<br>• To know why you must warm up your voice<br>• To play a part of a song on a tuned instrument<br>• To rehearse and perform their part within the context of the song<br>• To listen to and follow musical instruction<br>• To experience leading the playing<br>• To create at least one simple melody using one, three or all five different notes<br>• Plan and create a section of music that can be performed<br>• To talk about how it was created<br>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo<br>• Record the composition in an appropriate way<br>• To choose what to perform and create a programme<br>• To present a musical performance designed to capture the audience<br>• To communicate the meaning of the words and clearly articulate them<br>• To talk about the best place to be when performing and how to stand or sit<br>• To record the performance and say how they were feeling, what they were pleased with what they would change and why | • to enjoy exploring singing solo<br>• to sing with awareness of being 'in tune'<br>• to have an awareness of the pulse internally when singing<br>• to know and be able to talk about the instruments used in class<br>• To play a part of a song on a tuned instrument<br>• To rehearse and perform their part within the context of the song<br>• To listen to and follow musical instruction<br>• To create at least one simple melody using one, three or all five different notes<br>• Plan and create a section of music that can be performed<br>• To talk about how it was created<br>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo<br>• Record the composition in an appropriate way<br>• To choose what to perform and create a programme<br>• To present a musical performance designed to capture the audience<br>• To communicate the meaning of the words and clearly articulate them<br>• To talk about the best place to be when performing and how to stand or sit<br>• To record the performance and say how they were feeling, what they were pleased with what they would change and why | • to enjoy exploring singing solo<br>• to sing with awareness of being 'in tune'<br>• to re-join the song if lost<br>• to listen to the group when singing<br>• To know what texture is<br>• To know why you must warm up your voice<br>• To play a part of a song on a tuned instrument<br>• To rehearse and perform their part within the context of the song<br>• To listen to and follow musical instruction<br>• To experience leading the playing<br>• To create at least one simple melody using one, three or all five different notes<br>• Plan and create a section of music that can be performed<br>• To talk about how it was created<br>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo<br>• Record the composition in an appropriate way<br>• To choose what to perform and create a programme<br>• To present a musical performance designed to capture the audience<br>• To communicate the meaning of the words and clearly articulate them<br>• To talk about the best place to be when performing and how to stand or sit<br>• To record the performance and say how they were feeling, what they were pleased with what they would change and why |
| **Opportunities for more practical and outdoor learning:**<br>**Singing opportunities in Beech Class assembly** | **Easter Play where all children have the opportunity to sing and perform** | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
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| **Music** | | |
| **Poetry**<br>**Environment**<br>**Sounds**<br>**Recycling** | **Building**<br>**Around the World**<br>**Ancient Worlds**<br>**Easter Music** | **Recorders – Learn to play a tune instrument**<br>**Communication**<br>**Time**<br>**In the Past**<br>**Food and Drink** |
| **Poetry Musical Focus: Performance**<br>**Children continue poems and use their voices to speak expressively and rhythmically, discovering ostinato accompaniments to enhance their performance.**<br>**Environment Musical Focus Composition**<br>**Seasons and the environment provide stimuli for compositions and children make descriptive accompaniments and discover how the environment has inspired composers through history.**<br>**Sounds Musical Focus: Exploring Sounds**<br>**Explore how sounds are made, classified and the children use their voices to make beatbox sounds, ding four parts songs and perform a jazzy round.**<br>**Recycling: Musical Focus – Structure**<br>**The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.**<br><br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>*Develop and understanding of the history of music*<br><br>***Listen and Appraise***<br>To confidently identify and move to the pulse<br>To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic)<br>To talk about the music and how it makes them feel<br>To listen carefully and respectfully to other people's thought about the music<br>To try and use musical words when discussing the music<br>To know how pulse, rhythm and pitch work together<br>To find the pulse<br>To know the difference between pulse and rhythm<br>To know that pitch creates melodies<br>To keep an internal pulse<br>To create musical ideas for a group<br>***Singing***<br>To sing in unison and in simple two parts<br>To demonstrate a good singing posture<br>To follow a leader when singing<br>To enjoy exploring singing solo<br>To sing with awareness of being 'in tune'<br>To re-join the song if lost<br>To listen to the group hen singing<br>***Playing***<br>To treat instruments carefully and with respect<br>To play from memory or using notation<br>To rehearse and perform their part within the context of the unit song | **Building Musical Focus Beat**<br>**Building themed songs explore how music can be structured to provide different textures. They use layers and rondo structure t combine ostinato played on body percussion and tuned instruments.**<br>**Around the World Musical Focus Pitch**<br>**The children explore pentatonic melodies and syncopated rhythms learning that the fundamental dimensions of music are the same all over the world.**<br>**Ancient Worlds Musical Focus**<br>**Children relearn Amazing Egyptians as well as explore 20th minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.**<br>**Easter Music - Performance**<br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>*Develop and understanding of the history of music*<br><br>***Listen and Appraise***<br>To confidently identify and move to the pulse<br>To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic)<br>To talk about the music and how it makes them feel<br>To listen carefully and respectfully to other people's thought about the music<br>To try and use musical words when discussing the music<br>To know how pulse, rhythm and pitch work together<br>To find the pulse<br>To know the difference between pulse and rhythm<br>To know that pitch creates melodies<br>To keep an internal pulse<br>To create musical ideas for a group<br>***Singing***<br>To sing in unison and in simple two parts<br>To demonstrate a good singing posture<br>To follow a leader when singing<br>To enjoy exploring singing solo<br>To sing with awareness of being 'in tune'<br>To re-join the song if lost<br>To listen to the group hen singing<br>***Playing***<br>To treat instruments carefully and with respect<br>To play from memory or using notation<br>To rehearse and perform their part within the context of the unit song<br>To listen to and follow musical instructions from a leader<br>To experience leading the playing by making sure everyone plays in the playing section of the song<br>***Improvisation***<br>To know what improvisation is | **Communication Musical Focus Composition**<br>**Children create a news programme, complete with theme music and school news headlines sing songs and raps.**<br>**To learn to play a musical instrument - recorder**<br>**In the Past Musical Focus – Notation**<br>**The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wangers Bridal march and dance the Mashed Potato!**<br>**Food and Drink Musical Focus – Performance**<br>**The children cook up a musical feast, enjoy beans, a Tudor banquet and DIY pizzas as well as a performance!**<br><br>*Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*<br><br>*Improvise and compose music for a range of purpose using the interrelated dimensions of music*<br><br>*Listen with attention to detail and recall sounds with increasing aural memory*<br><br>*Use and understand staff and other musical notations*<br><br>*Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians*<br><br>*Develop and understanding of the history of music*<br><br>***Listen and Appraise***<br>To confidently identify and move to the pulse<br>To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic)<br>To talk about the music and how it makes them feel<br>To listen carefully and respectfully to other people's thought about the music<br>To try and use musical words when discussing the music<br>To know how pulse, rhythm and pitch work together<br>To find the pulse<br>To know the difference between pulse and rhythm<br>To know that pitch creates melodies<br>To keep an internal pulse<br>To create musical ideas for a group<br>***Singing***<br>To sing in unison and in simple two parts<br>To demonstrate a good singing posture<br>To follow a leader when singing<br>To enjoy exploring singing solo<br>To sing with awareness of being 'in tune'<br>To re-join the song if lost<br>To listen to the group hen singing<br>***Playing***<br>To treat instruments carefully and with respect<br>To play from memory or using notation<br>To rehearse and perform their part within the context of the unit song<br>To listen to and follow musical instructions from a leader<br>To experience leading the playing by making sure everyone plays in the playing section of the song<br>***Improvisation*** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

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| To listen to and follow musical instructions from a leader<br>To experience leading the playing by making sure everyone plays in the playing section of the song<br>***Improvisation***<br>To know what improvisation is<br>To use some of the riffs you have heard in your improvisations<br>To create an improvisation and improve upon it<br>***Composition***<br>To help create at least one simple melody using one three or all five different notes<br>To plan and create a section of music that can be performed within the context of the unit song<br>To talk about how it was created<br>To listen to and reflect upon the developing composition and make musical decisions<br>To record the composition in an appropriate way<br>***Performance***<br>To choose what to perform and create a programme<br>To present a musical performance designed to capture the audience<br>To communicate the meaning of the words and clearly articulate them<br>To talk about the best place to be when performing and how to stand or sit<br>To record the performance and say how they were feeling, what they were pleased with and why they would change and why | To use some of the riffs you have heard in your improvisations<br>To create an improvisation and improve upon it<br>***Composition***<br>To help create at least one simple melody using one three or all five different notes<br>To plan and create a section of music that can be performed within the context of the unit song<br>To talk about how it was created<br>To listen to and reflect upon the developing composition and make musical decisions<br>To record the composition in an appropriate way<br>***Performance***<br>To choose what to perform and create a programme<br>To present a musical performance designed to capture the audience<br>To communicate the meaning of the words and clearly articulate them<br>To talk about the best place to be when performing and how to stand or sit<br>To record the performance and say how they were feeling, what they were pleased with and why they would change and why | To know what improvisation is<br>To use some of the riffs you have heard in your improvisations<br>To create an improvisation and improve upon it<br>***Composition***<br>To help create at least one simple melody using one three or all five different notes<br>To plan and create a section of music that can be performed within the context of the unit song<br>To talk about how it was created<br>To listen to and reflect upon the developing composition and make musical decisions<br>To record the composition in an appropriate way<br>***Performance***<br>To choose what to perform and create a programme<br>To present a musical performance designed to capture the audience<br>To communicate the meaning of the words and clearly articulate them<br>To talk about the best place to be when performing and how to stand or sit<br>To record the performance and say how they were feeling, what they were pleased with and why they would change and why |
| | **Joseph is a Musical and all children have the opportunity to sing** | **Drumming session with Tom?** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | Year A Spring | Year A Summer |
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| **COMPUTING Year A Year 3 Kapow starting Spring 2022** | | |
| ***Network and the Internet***<br>***Programming Scratch***<br>***Always start with Online Safety- repeated each term*** | ***Repeat Online Safety***<br>***Journey inside a Computer***<br>***Digital Literacy*** | ***Online safety Year 3***<br>***Top Trumps Databases***<br>***Emailing*** |
| ***Online safety Year 3***<br>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*<br><br>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>*Select use and combine a variety of software (inc 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*<br><br>• To understand how the internet can be used to share beliefs, opinions and facts<br>• To understand the effects that some internet use can have on our feelings and emotional wellbeing<br>• To understand the ways personal information can be shared on the internet<br>• To understand the rules for social media platforms<br>•<br><br>***Network and the Internet***<br>*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*<br><br>*Select use and combine a variety of software (inc 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*<br><br>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>• To understand what a network is and understand our school network<br>• To understand how information moves around a network and begin to recognise real world networks<br>• To understand how the internet works and explain a website's journey<br>• To explore the role of routers<br>• To understand the role of packets<br><br>***Programming: Scratch***<br>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>*Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*<br><br>*Use sequence, selection and repetition in programs: work with variables and various forms of input and output*<br>• To explore a programming application<br>• To use repetition (a loop) in a program<br>• To program an animation<br>• To program a story<br>• To program a game | ***Journey Inside a Computer***<br>*Select use and combine a variety of software (inc 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*<br><br>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>*Use sequence, selection and repetition in programs: work with variables and various forms of input and output*<br><br>*Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*<br><br>• To recognise basic inputs and outputs<br>• To decompose a laptop<br>• To understand the purpose of computer parts<br>• To decompose a tablet computer<br><br>***Digital Literacy: iPads – May need to do some of Autumn Scratch here***<br>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*<br><br>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>*Select use and combine a variety of software (inc 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*<br><br>*Solve problems by decomposing them into smaller parts*<br><br>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>• To plan a book trailer<br>• To take photos or videos to tell a story<br>• To edit a video<br>• To add text and transitions to a video<br>• To evaluate video editing | ***Top Trumps Databases***<br>*Select use and combine a variety of software (inc 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*<br><br>*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*<br><br>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*<br><br>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>• To understand the terminology around databases<br>• To compare paper and computerised databases<br>• To sort, filter and interpret data<br>• To represent data in different ways<br>• To sort data for a purpose<br><br>***Emailing***<br>*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*<br><br>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*<br><br>*Select use and combine a variety of software (inc 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*<br><br>• To understand what email is used for and to send an email<br>• To edit email content and add an attachment<br>• To understand the importance of being kind online and what this looks like<br>• To understand that cyberbullying involves being unkind online<br>• To understand that not all emails are genuine |
| **Opportunities for more practical and outdoor learning:** | | |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | Year B Spring | Year B Summer |
|---|---|---|
| **COMPUTING – Kapow Year B higher Year Group** | | |
| ***Online Safety***<br>***Collaborative Learning***<br>***Further Coding with Scratch*** | ***Revise Online Safety at the start of term***<br>***Website Design***<br>***Investigating Weather*** | ***Revise Online Safety at the start of term***<br>***Computational Thinking***<br>***HTML*** |
| ***Online Safety***<br>*Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>• to describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy<br>• to describe some of the methods used to encourage people to buy things online<br>• to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true<br>• to explain that technology can be designed to act like or impersonate living things<br>• to explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology<br>• to understand how to be safe and respectful online<br>***Collaborative Learning***<br>*understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and opportunities they offer for communication and collaboration*<br><br>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>*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*<br><br>• to understand that software can be used collaboratively online to work as a team<br>• to understand how to contribute to someone else's work effectively<br>• To understand how to create effective presentations<br>• To understand how to create and share Google Forms<br>• To understand how to use a shared spreadsheet to explore data<br><br>***Further Coding with Scratch***<br>*Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>*Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*<br><br>*Use sequence, selection, and repetition in programs; work with variables and various forms of input and output*<br><br>• To recall the key features of Scratch<br>• To understand how a Scratch game works by using decomposition to identify key features<br>• To understand what a variable is and how to make one<br>• To understand how to make a variable in Scratch<br>• To use knowledge of how variables work to create a quiz | ***Revise Online safety at the start of term***<br>• to describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy<br>• to describe some of the methods used to encourage people to buy things online<br>• to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true<br>• to explain that technology can be designed to act like or impersonate living things<br>• to explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology<br>• to understand how to be safe and respectful online<br><br>***Website Design***<br>*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*<br><br>*Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*<br><br>• To explore the features of Google Sites to learn how to create content for a web page<br>• To plan content for a web page as a collaborative online piece of work<br>• To create a web page as part of a collaborative class website<br>• To plan and create a website<br>• To create a website and evaluate its success<br><br>***Investigating Weather***<br>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*<br><br>*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.*<br><br>*Use sequence, selection, and repetition in programs; work with variables and various forms of input and output*<br><br>*Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>• To log data taken from online sources within a spreadsheet<br>• To design a weather station<br>• To design an automated machine to respond to sensor data<br>• To understand how weather forecasts are made<br>• To use green screen technology in a video to present a weather forecast<br><br>• | ***Revise Online safety at the start of term***<br>• to describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy<br>• to describe some of the methods used to encourage people to buy things online<br>• to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true<br>• to explain that technology can be designed to act like or impersonate living things<br>• to explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology<br>• to understand how to be safe and respectful online<br><br>***Computational Thinking***<br>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*<br><br>*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*<br><br>• To understand that computational thinking is made up of four key strands<br>• To understand what decomposition is and how to apply it to solve problems<br>• To understand what pattern recognition and abstraction mean<br>• To understand how to create an algorithm and what it can be used for<br>• To combine computational thinking skills to solve a problem<br><br>***HTML***<br>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems*<br><br>*Solve problems by decomposing them into smaller parts*<br><br>• To understand that web pages are built using different programming languages, and one of them is HTML<br>• To understand and identify examples of HTML tags<br>• To change the HTML<br>• To change the HTML and CSS to alter the appearance of an object on the web<br>• To understand and explore more complex components of a web page<br>• To alter key elements on a webpage including text and images |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| **Opportunities for more practical and outdoor learning:** | **Computing section linked to weather and climate** | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | | Year A Spring | | Year A Summer | |
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| **PSHE**<br>**Started a new long term plan in Spring 2022 so make sure all objectives covered – may have to change the order** | | | | | |
| ***How can we be a good friend?***<br>***What keeps us safe?*** | | ***What are families like?***<br>***What makes a community?*** | | ***Why should we eat well and look after our teeth?***<br>***Why should we keep active and sleep well?***<br>***Make sure Year 4 have covered the necessary topics in RSE (See Spring B – may need separate lessons)*** | |
| **Assessment Question: How can we be a good friend?**<br>**Relationships**<br>Friendship, making positive friendships, managing loneliness, dealing with arguments<br>• How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded<br>• How to recognise if others are feeling lonely and excluded and strategies to include them<br>• How to build good friendships, including identifying qualities that contribute to positive friendships<br>• That friendships sometimes have difficulties and how to manage when there is a problem or an arguments between friends, resolve disputes and reconcile difficulties<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships | **Assessment question: What keeps us safe?**<br>**Health and Wellbeing**<br>Keeping safe, at home and school, our bodies, hygiene, medicines and household products<br>• How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe<br>• How to help keep their body protected and safe, e.g. Wearing a seatbelt, protective clothing and stabilizers<br>• That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable<br>• How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)<br>• How everyday health and hygiene rules and routines help people stay safe and healthy including how to manage the use of medicines such as for allergies and asthma and other household products responsibly<br>• How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns<br>• What to do in an emergency, including calling for help and speaking to the emergency services<br>• https://www.pshe-association.org.uk/content/drug-and-alcohol-education<br>• https://www.pshe-association.org.uk/curriculum- | **Assessment question: What are families like?**<br>**Relationships**<br>Families, family life, caring for each others<br>• How families different from each other (including that not every family has the same structure e.g. single parents, some same sex parents, step-parents, blended families, foster and adoptive parents)<br>• How common features of positive family life often include shared experiences e.g. celebrations, special days or holidays<br>• How people within families should care for each other and the different ways they demonstrate this<br>• How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe<br>• Adoptables Schools Toolkit by Coram Life Education \| pshe-association.org.uk<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships | **Assessment question: What makes a community?**<br>**Living in the wider world**<br>• How they belong to different groups and communities e.g. friendship, faith, clubs, classes, year groups<br>• What is meant by a diverse community, how different groups make up the wider/local community around the school<br>• How the community helps everyone to feel included and valued from the different contributions that people make<br>• How to be respectful towards people who may live differently to them<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-starshttps://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan | **Assessment question: Why should we eat well and look after our teeth?**<br>**Health and Wellbeing**<br>Being healthy, eating well, dental care<br>• how to eat a healthy diet and the benefits of nutritionally rich foods<br>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist<br>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health<br>• how people make choices about what to eat and drink, including who or what influences these<br>• how, when and where to ask for advice and help about healthy eating and dental care<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/health-education-food-choices-physical-activity<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and | **Assessment question: Why should we keep active and sleep well?**<br>**Health and Wellbeing**<br>Being healthy, keeping active, taking rest<br>• how regular physical activity benefits bodies and feelings<br>• how to be active on a daily and weekly basis – how to balance time online with other activities<br>• how to make choices about physical activity including what and who influences decisions<br>• how the lack of physical activity can affect health and wellbeing<br>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep<br>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried |

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| | and-resources/resources/water-safety-guidance-lessons-and-resources-ks2 | | | | |
| **Opportunities for more outdoor and practical learning** | | | | | |

| Year B Autumn | | Year B Spring | | Year B Summer | |
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| **PSHE** | | | | | |
| ***What strengths, skills and interests do we have? How do we treat each other with respect?*** | | ***How can we manage our feelings? How will we grow and change?*** | | ***How can our choices make a difference to others and the environment? How can we manage risk in a different place?*** | |
| **Assessment Question: What strengths, skills and interests do we have?**<br>**Health and Wellbeing**<br>Self-esteem, self-worth, personal qualities, goal setting, managing setbacks<br>• how to recognise persona qualities and individuality<br>• to develop self-worth by identifying positive things about themselves and their achievements<br>• how their personal attributes, strengths, skills and interests contribute to their self-esteem<br>• how to set goals for themselves<br>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships | **Assessment Question: How do we treat each other with respect?**<br>**Relationships**<br>Respect for self and others, courteous behaviour, safety, human rights<br>• how people's behaviour affects themselves and others including online<br>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return<br>• about the relationship between rights and responsibilities<br>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about or not agreed to and when to tell (if someone is being hurt)<br>• the rights that children have and why it is important to protect these<br>• that everyone should feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect, or discrimination<br>• how to respond to aggressive or inappropriate behaviour including online and unwanted physical contact – how to report concerns<br>• https://www.pshe-association.org.uk/curriculum-and- | **Assessment Question: How can we manage our feelings?**<br>**Health and Wellbeing**<br>Feelings and emotions, expression of feelings behaviour<br>• how everyday things can affect feelings<br>• how feelings change over time and can be experience at different levels of intensity<br>• the importance of expressing feelings and how they can be expressed in different ways<br>• how to respond proportionally to and manage feelings in different circumstances<br>• ways of managing feelings at times of loss, grief and change<br>• how to access advice and support to help manage their own or others feelings<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/winstons-wish-lessons-loss-and-bereavement-ks1-4 | **Assessment Question: How can we grow and change?**<br>**Health and Wellbeing**<br>Growing and changing, puberty<br>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections, and wet dreams<br>• how puberty can affect emotions and feelings<br>• how personal hygiene routines change during puberty<br>• how to ask for advice and support about growing and changing and puberty<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships<br>• TWINKL lessons RSE | **Assessment Question: How can our choices make a difference to others and the environment?**<br>**Living in the wider world**<br>Caring for others, the environment, people and animals, shared responsibilities, making choices and decisions<br>• How people have a shared responsibility to help protect the world around them<br>• How everyday choices can affect the environment<br>• How what people choose to buy or spend money on can affect others or the environment e.g. Fairtrade, use of plastics, giving to charity<br>• The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues<br>• To show care and concern for others (people and animals)<br>• How to carry out personal responsibilities in a caring and compassionate way<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal<br>• https://www.pshe- | **Assessment Question: How can we manage risk in different places?**<br>**Health and Wellbeing**<br>Keeping safe, out and about, recognising and managing risk<br>• how to recognise, predict, assess, and manage risk in different situations<br>• how to keep safe in the local environment and less familiar locations eg near rail, fire/fireworks, sun safety and the safe use of digital devices when out and about<br>• how people can be influenced by their peers' behaviour and by a desire for peer approval, how to manage this influence<br>• how people's online actions can impact on other people<br>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not to share online<br>• how to report concerns, including about inappropriate online content and contact<br>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situations that is anti-social or against the law https://www.pshe-association.org.uk/content/gambling<br>• https://www.pshe-association.org.uk/curriculum-and- |

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| | resources/resources/premier-league-primary-stars<br>• https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme | | | association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood<br>• https://www.valuesmoneyandme.co.uk/teachers | resources/resources/google-and-parent-zone-ks2-internet-safety https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships https://www.pshe-association.org.uk/content/drug-and-alcohol-education https://www.pshe-association.org.uk/curriculum-and-resources/resources/water-safety-guidance-lessons-and-resources-ks2 |
| **Opportunities for more practical and outdoor learning:** | | | | | |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A and B Autumn | Year A and B Spring | Year A and B Summer |
|---|---|---|
| **French** | | |
| **Early Start French 1<br>First six lessons** | **Early Start French 1<br>Lessons 7-12** | **Early Start French 2<br>Lessons 1-6** |
| ***Generally – French dates, answering the register, asking for equipment***<br>***Text Year A – The Enormous Turnip***<br>***Text Year B - The Hungry Caterpillar***<br><br>***Specific objectives:***<br>***To learn how to say hello and goodbye***<br>***To understand where speaks French***<br>***To learn how to say how are you?***<br>***To learn how to say what's your name?***<br>***To learn how to pronounce the French alphabet correctly***<br>***To learn how to name the members of my family***<br>***To learn numbers to 12***<br><br>***Grammar***<br>• to understand basic grammar appropriate to the language being studied including (where relevant) masculine, feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these e.g. to build sentences; and how these differ from or are similar to English<br>***Listening***<br>• listen attentively to spoken language and show understanding by joining and responding<br>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br>***Speaking***<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br>• speak in sentences using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases<br>• present ideas and information orally to a range of audiences<br>***Reading***<br>• read carefully and show understanding of words, phrases and simple writing<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>***Writing***<br>• write phrases from memory and adapt these to create new sentences to express ideas clearly | ***Generally – French dates, answering the register, asking for equipment***<br>***Text Year A – Milo and the Sports***<br>***Text Year B – The Alien***<br><br>***To learn how to say and write how old you are***<br>***To learn how to say the numbers of brothers and sisters***<br>***To learn different names of animals***<br>***To learn different colours***<br>***To learn the months of the year***<br>***To learn numbers 13-31 (extend beyond 100 if appropriate)***<br><br>***Grammar***<br>• to understand basic grammar appropriate to the language being studied including (where relevant) masculine, feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these e.g. to build sentences; and how these differ from or are similar to English<br>***Listening***<br>• listen attentively to spoken language and show understanding by joining and responding<br>***Speaking***<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br>• speak in sentences using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases<br>• present ideas and information orally to a range of audiences<br>***Reading***<br>• read carefully and show understanding of words, phrases and simple writing<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>***Writing***<br>• write phrases from memory and adapt these to create new sentences to express ideas clearly | ***Generally – French dates, answering the register, asking for equipment***<br>***Text Year A – The Bear Hunt***<br>***Text Year B – Milo and the Rainforest***<br><br>***To learn how to say where you live?***<br>***To learn how to ask for different places in town***<br>***To learn directions***<br>***To learn about French schools***<br>***To learn the vocabulary linked to schools***<br>***To learn how to ask for classroom objectives***<br>***To learn how to say the time***<br><br>***Grammar***<br>• to understand basic grammar appropriate to the language being studied including (where relevant) masculine, feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these e.g. to build sentences; and how these differ from or are similar to English<br>***Listening***<br>• listen attentively to spoken language and show understanding by joining and responding<br>***Speaking***<br>• speak in sentences using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases<br>• present ideas and information orally to a range of audiences<br>***Reading***<br>• read carefully and show understanding of words, phrases and simple writing<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>***Writing***<br>• write phrases from memory and adapt these to create new sentences to express ideas clearly |

Curriculum Coverage Year 3 and 4
Currently on Year A  2023-2024
Year 3 objectives Year 4 objectives

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| ***Opportunities for more practical and outdoor learning:*** | | ***French Café practising their words for French food*** |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year A Autumn | | Year A Spring | | Year A Summer | |
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| **PE**<br>**To be changed yearly depending on sports calendar**<br>**From the GetSet4PE Lower Year Objectives** | | | | | |
| ***Football***<br>***Dodgeball***<br>***September Girls' Football Festival***<br>***October Multi Skills Festival***<br>***Tag Rugby***<br>***November Dodgeball Tournament***<br>***November Sports Hall Athletics*** | | ***Netball***<br>***Swimming tournament***<br>***Tag Rugby Tournament***<br>***Dance*** | | ***Swimming***<br>***Athletics***<br>***Gym***<br>***Runfest – 1km and 5km*** | |
| Football<br>Key Skills<br>• **Physical** – dribbling, passing, ball control, tracking/jockeying, turning, receiving<br>• **Social** communication, collaboration, cooperation,<br>• **Emotional** challenging myself, perseverance, honesty<br>• **Thinking** selecting and applying, decision making<br>Objectives<br>To develop controlling the ball and dribbling under pressure<br>To develop passing to a teammate<br>To be able to control the ball with different parts of the body<br>To develop changing direction with the ball using an inside and outside hook<br>To be able to jockey/track an opponent<br>To be able to apply the rules and tactics you have learnt to play in a football tournament<br><br>Fitness<br>Key Skills<br>• **Physical** – strength, speed, power, agility, coordination, balance, stamina,<br>• **Social** supporting others, working safely,<br>• **Emotional** perseverance, determination<br>• **Thinking** identifying areas of strength and areas for development<br><br>Objectives<br>To develop an awareness of what your body is capable of<br>To develop strength and speed<br>To complete actions to develop coordination | Dodgeball<br>Key Skills<br>• **Physical** – passing, catching, dodging, tagging, scoring<br>• **Social** communication, collaboration, in honesty and fair play,<br>• **Emotional** confidence perseverance, inclusion<br>• **Thinking** observing and providing feedback, planning strategies and using tactics<br><br>Objectives<br>To learn the rules of Dodgeball and apply them to a game situation<br>To develop throwing at a moving target<br>To use jumps, dodges and ducks to avoid being hit<br>To develop catching a dodgeball at different heights<br>To learn how to block using the ball<br>To understand the rules of dodgeball and use them to play in a tournament<br>Netball<br>Key Skills<br>• **Physical** – passing, catching, footwork, intercepting, shooting<br>• **Social** working safely, communication,<br>• **Emotional** perseverance, honest and fair play<br>• **Thinking** thinking and using tactics, selecting and applying skills, decision making | Dance Year 3<br>Key Skills<br>• **Physical** – using canon, unison, formation, dynamics pathways and direction<br>• **Social** sharing ideas, respect, inclusion of others, leadership, working safely<br>• **Emotional** confidence, acceptance<br>• **Thinking** counting, observing and providing feedback, selecting and applying actions, creating<br><br>Objectives<br><br>To create actions in responses to s stimulus and move in unison with a partner<br><br>To create actions to move in contact with a partner or interact with a partner<br>To understand how dynamics affect the actions performed<br>To be able to select and use actions to represent an idea<br>To work with a partner to choose actions that relate to an idea<br>To remember and repeat actions using dynamics to clearly show different phrases<br>To choose actions which relate to the idea, using space and timing to make my work look interesting<br>To understand and use formations, choosing poses which relate to the stimulus ROMANS | Tag Rugby<br>Key Skills<br>• **Physical** – passing, catching, dodging, tagging, scoring<br>• **Social** communication, collaboration, in honesty and fair play,<br>• **Emotional** confidence perseverance, inclusion<br>• **Thinking** observing and providing feedback, planning strategies and using tactics<br><br>Objectives<br>To develop throwing catching and running with the ball<br>To develop an understanding of tagging rules<br>To begin to use the forward pass and offside rule<br>To be able to dodge a defender and move into space when running towards the goal<br>To develop defending skills and use them in a game situation<br>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament<br><br>Gym<br>Key Skills<br>• **Physical** – Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, should stand | Cricket<br>Key Skills<br>• **Physical** – underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting<br>• **Social** collaboration, communication, respect<br>• **Emotional** perseverance, honest and fair play<br>• **Thinking** thinking and using tactics, selecting and applying skills, decision making<br><br>Objectives<br>To develop overarm throwing and catching and to put this in a small sided game<br>To develop underarm bowling<br>To learn how to grip the bat<br>To develop a batting technique<br>To be able to field a ball using two handed pickup and a short b barrier<br>To develop overarm bowling technique<br>To play apply skill learnt in mini cricket<br><br>Swimming<br>Key Skills<br>• **Physical** – submersion, floating, gliding, front crawl, backstroke, breastroke, rotation, sculling, treading water, handstands, surface dives, HELP position and huddle position<br>• **Social** communication, supporting and encouraging | Athletics (Year 3)<br>Key Skills<br>• **Physical** – sprinting, jumping for distance, push and pull throwing for distance,<br>• **Social** collaboration, working safely,<br>• **Emotional** perseverance, determination<br>• **Thinking** thinking and using tactics, selecting and applying skills, decision making<br><br>Objectives<br>To develop the sprinting technique and improve on your personal best<br>To develop changeover in relay events<br>To develop jumping techniques in a range of approaches and take off positions<br>To develop throwing for distance and accuracy<br>To develop throwing for distance in a pull throw<br>To develop officiating and performing skills<br>To run 1km<br>To run 5km |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

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| To complete actions to develop agility<br>To complete actions to develop balance<br>To complete actions to develop stamina<br>**Links to Science**<br>To learn about fitness and how to measure heart rate using a circuit<br><br>To learn the different muscles and how to warm up safely | Objectives<br>To develop passing and moving and play within the footwork rule<br>To develop passing and moving towards a goal<br>To develop movement skills to lose a defender<br>To be able to defend an opponent and try to win the ball<br>To develop the shooting action<br>To develop playing using netball rules | To use transitions and changes of timing to move into and out of a dance ROMANS | • **Social** responsibility, collaboration, communication, respect<br>• **Emotional** perseverance, confidence<br>• **Thinking** observing and providing feedback<br>• **Selecting and applying actions**<br>• **Evaluating and improving sequences**<br><br>Objectives<br>To develop individual and partner balances<br>To develop control in performing and landing rotational jumps<br>To develop the straight, barrel, forward and straddle roll<br>To develop strength in the inverted position<br>To be able to create a partner sequence to include apparatus | others, keeping myself and others safe (PSHE links)<br>• **Emotional** confidence, determination, challenging myself<br>• **Thinking** comprehension, using tactics<br><br>Objectives<br>To develop an understanding of buoyancy and balance in the water<br>To develop independent movement and submersion<br>To develop gliding and crawl legs<br>To develop front crawl breathing<br>To develop gliding and backstroke<br>To develop rotation, sculling and treading water<br>To develop surface dives, submersion and handstands<br>To develop head above water breaststroke technique<br>To develop basic skills in water safety and floating<br>To learn techniques for personal survival<br>To develop water safety skills and an understanding of personal survival | |
| **Opportunities for more outdoor and practical learning:**<br>Football tournaments | Cross country<br>Dodgeball Tournament | Swimming gala<br>Tag Rugby Tournament | Dance in play | Chance to Shine Cricket | Runfest |

Curriculum Coverage Year 3 and 4
Currently on Year A 2023-2024
Year 3 objectives Year 4 objectives

| Year B Autumn | | Year B Spring | | Year Summer | |
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| **PE**<br>**To be changed yearly depending on sports calendar**<br>**From the GetSet4PE Lower Year Objectives** | | | | | |
| ***Ball Skills***<br>***Dodgeball***<br>***September Girls' Football Festival***<br>***October Multi Skills Festival***<br>***Netball***<br>***Fitness***<br>***November Dodgeball Tournament***<br>***November Sports Hall Athletics***<br>***Netball*** | | ***Tag Rugby Tournament***<br>***Dance***<br>***Gym Year 4*** | | ***Swimming***<br>***Cricket***<br>***Athletics***<br>***Runfest – 1km and 5km*** | |
| Ball Skillsl<br>Key Skills<br>• **Physical** – tracking, throwing, catching, dribbling<br>• **Social** communication, collaboration, cooperation,<br>• **Emotional** challenging myself, perseverance, honesty<br>• **Thinking** selecting and applying, decision making<br>Objectives<br>To develop confidence and accuracy when tracking a ball<br>To develop confidence and accuracy when tracking a ball<br>To develop confidence and accuracy when tracking a ball<br>To explore and develop a variety of throwing techniques<br>To develop catching skills using one and two hands<br>To develop dribbling with a ball with hands<br>To use tracking and sending and dribbling skills with feelt<br><br>**Revision of football skills from last year for tournaments**<br>Netball<br>Key Skills<br>• **Physical** – passing, catching, footwork, intercepting, shooting<br>• **Social** working safely, communication,<br>• **Emotional** perseverance, honest and fair play<br>• **Thinking** thinking and using tactics, selecting and applying skills, decision making<br><br>Objectives<br>To develop passing and moving and play within the footwork rule | Dodgeball<br>Key Skills<br>• **Physical** – passing, catching, dodging, tagging, scoring<br>• **Social** communication, collaboration, in honesty and fair play,<br>• **Emotional** confidence perseverance, inclusion<br>• **Thinking** observing and providing feedback, planning strategies and using tactics<br><br>Objectives<br>To learn the rules of Dodgeball and apply them to a game situation<br>To develop throwing at a moving target<br>To use jumps, dodges and ducks to avoid being hit<br>To develop catching a dodgeball at different heights<br>To learn how to block using the ball<br>To understand the rules of dodgeball and use them to play in a tournament<br>Fitness<br>Key Skills<br>• **Physical** – strength, speed, power, agility, coordination, balance, stamina,<br>• **Social** supporting others, working safely,<br>• **Emotional** perseverance, determination<br>• **Thinking** identifying areas of strength and areas for development | Dance Year 4<br>Key Skills<br>• **Physical** – performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure and space, control, technique,<br>• **Social** collaboration, consideration, inclusion, respect<br>• **Emotional** empathy, confidence<br>• **Thinking** counting, observing and providing feedback, selecting and applying actions, creating<br><br>Objectives<br>To copy and create actions in response to an idea and be able to adapt this using changes of space<br>To choose action s which relate to the theme<br>To use actions, dynamics, spacing and timing to represent a state of matter (SCIENCE LINK)<br>To remember to repeat actions and create dance ideas in response to a stimulus<br>To use action and reaction when crating ideas with a partner<br>To remember, repeat and creation actions with a partner<br>TO remember repeat and create actions to represent an idea<br>To use choreographing ideas to change how actions are performed | Gym<br>Key Skills<br>• **Physical** – Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, should stand<br>• **Social** responsibility, collaboration, communication, respect<br>• **Emotional** perseverance, confidence<br>• **Thinking** observing and providing feedback<br>• **Selecting and applying actions**<br>• **Evaluating and improving sequences**<br><br>Objectives<br>To develop individual and partner balances<br>To develop control in performing and landing rotational jumps<br>To develop the straight, barrel, forward and straddle roll<br>To develop strength in the inverted position<br>To be able to create a partner sequence to include apparatus | Cricket<br>Key Skills<br>• **Physical** – underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting<br>• **Social** collaboration, communication, respect<br>• **Emotional** perseverance, honest and fair play<br>• **Thinking** thinking and using tactics, selecting and applying skills, decision making<br><br>Objectives<br>To develop overarm throwing and catching and to put this in a small sided game<br>To develop underarm bowling<br>To learn how to grip the bat<br>To develop a batting technique<br>To be able to field a ball using two handed pickup and a short b barrier<br>To develop overarm bowling technique<br>To play apply skill learnt in mini cricket<br>Swimming<br>Key Skills<br>• **Physical** – submersion, floating, gliding, front crawl, backstroke, breastroke, rotation, sculling, treading water, handstands, surface | Athletics (Year 3)<br>Key Skills<br>• **Physical** – sprinting, jumping for distance, push and pull throwing for distance,<br>• **Social** collaboration, working safely,<br>• **Emotional** perseverance, determination<br>• **Thinking** and using tactics, selecting and applying skills, decision making<br><br>Objectives<br>To develop stamina and an understanding of speed and pace in relation to distance<br>To develop power and speed in the sprinting technique<br>To develop technique when jumping for distance<br>To develop power and technique when throwing for distance<br>To develop a pupll throw for distance and accuracy<br>To develop officiating and performing skills<br>To run 1km<br>To run 5km |

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| To develop passing and moving towards a goal<br>To develop movement skills to lose a defender<br>To be able to defend an opponent and try to win the ball<br>To develop the shooting action<br>To develop playing using netball rules | Objectives<br>To develop an awareness of what your body is capable of<br>To develop strength and speed<br>To complete actions to develop coordination<br>To complete actions to develop agility<br>To complete actions to develop balance<br>To complete actions to develop stamina<br>**Links to Science**<br>To learn about fitness and how to measure heart rate using a circuit<br><br>• To learn the different muscles and how to warm up safely | | | dives, HELP position and huddle position<br>• **Social** communication, supporting and encouraging others, keeping myself and others safe (PSHE links)<br>• **Emotional** confidence, determination, challenging myself<br>• **Thinking** comprehension, using tactics<br><br>Objectives<br>To develop an understanding of buoyancy and balance in the water<br>To develop independent movement and submersion<br>To develop gliding and crawl legs<br>To develop front crawl breathing<br>To develop gliding and backstroke<br>To develop rotation, sculling and treading water<br>To develop surface dives, submersion and handstands<br>To develop head above water breaststroke technique<br>To develop basic skills in water safety and floating<br>To learn techniques for personal survival<br>To develop water safety skills and an understanding of personal survival | |
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