Year Three and Four Curriculum

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title	**Timer Travellers** **Science / Geography**	**Super Human!** **Science / Art**	**WHERE IN THE WORLD?** **Geography**	**OUR WONDERFUL WORLD** **Art/DT**	**INVADERS & SETTLERS** **History**	
Year 3	**JURASSIC COAST** Stone Girl, Bone Girl – the story of Mary Anning (Laurence Anholt) Rocks and Soils Volcanoes! Non-fiction text	**FUNNY BONES** **ARTIST - Antony Gormley**	**OUT OF AFRICA** Precious and the Monkeys Alexander McCall Smith Botswana	**FLORA AND FAUNA** **ARTIST FOCUS** Keika Hasegowa, Van Gogh and Angie Lewin comparison	**STONE AGE TO IRON AGE** Stone Age Boy Sitoshi Kitamura Stig of the Dump	**LOCAL HISTORY STUDY**
Laudato Si question	**How can we keep the coasts free from plastic pollution?** **Compassion & Kindness**	**How can we reduce food waste?** **Peace**	**Why is it important to live together as a world family?** **Forgiveness**	**Why is it important to look after the natural world?** **Justice & Courage**	**How can we learn to reuse more items?** **Integrity**	**What is happening in our local environment to support Laudato Si?** **Humility**
Year 4	**SOLIDS, LIQUIDS, GASES and the water cycle**	**DISGUSTING DIGESTION** **Roy Lichtenstein and Andy Warhol - Pop Art**	**AMAZING AMAZON** Under the Canopy (Iris Volant) **Mayans** The Chocolate Tree	**EXTREME ENVIRONMENTS** **ARTIST FOCUS** Charlie Waite and Fay Godwin comparison	**ROTTEN ROMANS**	**MUMMIES, MAGIC and MYSTERY** **(Ancient Egypt)** The Time Travelling Cat and the Egyptian Goddess (Julia Jarman) Artist - Jane C. Loudon
Laudato Si question	**How can we make sure we don't waste precious water?** **Kindness**	**How can we reduce food waste?** **Humility**	**What can we do to preserve the rainforest?** **Compassion and peace**	**Are we responsible for climate change?** **Integrity and Justice**	**How can we learn lessons from the past about how to look after our world?** **Forgiveness**	**Did the Egyptians show us the best way to use natural resources?** **Courage**
Hook	**Yr3 Charmouth Beach Fossil Hunt**		**Yr4 Exotic Animals – visitor to school**	**Yr3 Visit from/to the RSPB.**	**Minstead**	

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<tr><td>RE

Attainment Target 1 Knowledge and Understanding (Learning About)</td><td colspan="2"><u>Developing Knowledge and Understanding</u>
Children will be taught to:
♣ Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used
♣ Describe, with increasing detail and accuracy:
- a range of religious beliefs
- the life and work of key figures in the history of the People of God - different roles of people in the local, national and global Church
- religious symbols and the steps involved in religious actions and worship
- those actions of believers which arise as a consequence of their beliefs
<u>Making Links and Connections</u>
Children will be taught to:
♣Make links between:
- beliefs & sources, giving reasons for beliefs
- beliefs & worship, giving reasons for actions and symbols
- beliefs & life, giving reasons for actions and choices
<u>Specialist Vocabulary</u>
Children will be taught to :
♣use a wider range of specialist vocabulary (Please see Come And See Unit plans)</td></tr>
<tr><td>Attainment Target 2 Engagement and Response (Learning from)</td><td colspan="2"><u>Meaning and Purpose</u>
Children will be taught to:
♣ Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
<u>Beliefs and Values</u>
Children will be taught to:
♣Make links to show how feelings and beliefs affect their behaviour and that of others</td></tr>
<tr><td>Attainment Target 3 Analysis and Evaluation</td><td colspan="2"><u>Uses of Sources as Evidence</u>
Children will be taught to:
♣ Use a given source to support a point of view
<u>Construct Arguments</u>
Children will be taught to:
♣ Express a point of view
<u>Make Judgements</u>
Children will be taught to:
♣ Express a preference</td></tr>
<tr><td>RE Curriculum Directory Content (7-11 years)</td><td colspan="2"><u>Using the Come and See Scheme, the children in Years 3 and 4 will cover some of the following curriculum content:</u></td></tr>
<tr><td></td><td><u>Revelation</u>
• how Jesus spoke of God his Father and the Holy Spirit; • responses to creation (e.g. in prayer, art, music etc.);
• care for and misuse of God's creation;
• God's call to people in the Old Testament;
• how Jesus called people to follow him;
• ways in which people of today can hear and respond to God's call;</td><td><u>Celebration</u>
• celebrations which mark significant events in people's lives;
• the Church's celebrations of significant events in the life of Jesus;
• Sunday as a significant day in the life of the local Church;
• elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise);
• community prayer;
• signs and symbols and their significance in liturgy;</td></tr>
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	• key imagery that speaks of God in the Old Testament and the Gospels; • the Bible; • the Gospel accounts of key events in the life of Jesus: nativity, • presentation, finding in the Temple, baptism, temptations, passion, death, • resurrection and ascension; • the Gospel accounts of Jesus' public ministry and teaching; • the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus; • the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples. **The Church** • key images of the Church used in Scripture and Tradition; the implications of this imagery for community life; • implications of this imagery for community life; • God's call to individuals and their different responses; • the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church; • the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community; • the cost of discipleship; • ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities); • to being Church' in the parish, diocese and universal Church; • the life of the Church in other parts of the world (e.g. customs and traditions, universal saints); • the ways Jesus proclaimed Good News to everyone he met and the variety of responses made; • the life and growth of the first Christian communities (e.g. Paul, Stephen); • the teaching role of the apostles (e.g. through New Testament letters); • how the local church is 'good news' for people and how everyone can have a part in this; • how the school community has opportunities to be 'good news' for others; • respect for the writings and holy people of the Jewish faith and other religions.	• words and images Jesus used to express communion (e.g. I am the vine and you are the branches); • some ways people enter into the communion of the Church ; • the rites of Baptism and Confirmation and the response they invite; • the structure of the Eucharist; • the significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread; • Jesus' attitudes to sinners and his teaching about sorrow and forgiveness; • their freedom to choose and responsibility to choose the good; • the practice of examination of conscience and its significance for Christian living; • the rite of Reconciliation and its significance; • the Sacrament of the Sick; • ways in which love and commitment are important in human life; • and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words; • prayer in the life of Jesus; • the prayer Jesus taught his friends (Our Father) and its significance; • a variety of prayers and prayer forms, formal and informal used for personal and community prayer; • respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers. **Life in Christ** • the joy and challenge of and the giving and receiving in relationships; • human gifts and qualities and the physical world as gifts and signs of God's love; • how such gifts may be used, neglected or abused; • the Gospel message that Jesus brings fullness of life for all people: the Beatitudes; • the joys and challenges that freedom and responsibility bring; • conscience as a gift to be developed through the practice of examination of conscience; • accounts in Scripture of God's invitations and a variety of responses; • the motives and emotions which influence choices; • Gospel accounts which show the love and complete self-giving of Jesus; • the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life; • sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness; • the diversity and richness of creation; • the value and challenge of differences between individuals and peoples; • the values of sharing, showing respect and care for others;

			• respect for community values and life of other cultures and other religious communities; • how love of God is shown in obedience to God's commandments; • Sunday as the Lord's day; • ways love of neighbour can be shown at home, at church, locally and globally; • the Christian values which inform love of neighbour and oneself; • ways in which care for others is important for the Jewish faith and other religions.
Come and See Topics	**Autumn Term** **4 Week Topics** **Topic 1 - Domestic Church-Family** **Year 3** Homes-God's Dream for every family. **Year 4** People-The family of God in Scripture **Topic 2- Baptism/Confirmation-Belonging** **Year 3** Promises-Promises made at Baptism **Year 4** Called-Confirmation: a call to witness **Topic 3-Advent/Christmas-Loving** **Year 3** Advent-Waiting for the coming of Jesus **Year 4** Gift-God's gift of love and friendship in Jesus.	**Spring Term** **4 Week Topics** **Topic 1-Local Church-Community** **Year 3** Journeys-Christian family's journey with Jesus. **Year 4** Community-Life in the local Christian Community **Topic 2-Eucharist-Relating** **Year 3** Listening and Sharing-Jesus gives himself to us in a special way. **Year 4** Giving and Receiving-Living in Communion **Topic 3-Lent/Easter-Giving** **Year 3** Giving All-Lent is a time to remember Jesus' total giving **Year 4** Self Discipline- Celebrating Growth to New Life	**Summer Term** **4 Week Topics** **Topic 1-Pentecost-Serving** **Year 3** Energy-Gifts of The Holy Spirit **Year 4** New Life-To Hear and Live the Easter Message **Topic 2-Reconciliation-Inter-relating** **Year 3** Choices-The importance of examination of conscience Sacrament of reconciliation **Year 4** Transformation-celebration of the Spirit's transforming power **Topic 3-Universal Church-World** **Year 3** Special places-Holy Places for Jesus and the Christian **Year 4** God's People-Different saints show people what God is like
Other Faiths Study	**Judaism-5 hours per year** **Islam-5 hours per year**		
RSHE Ten Ten-Life to the Full Scheme	**Module 1- Created and Loved by God** **. Religious Understanding** **.Me, my Body, my Health** **.Emotional Well being** **.Life Cycles** The children will be taught to: . Understand differences, respect our bodies, strategies to support emotional wellbeing including practising thankfulness and the development of understanding of life before birth.	**Module 2-Created to Love Others** **.Religious Understanding** **.Personal Relationships** **.Keeping Safe** The children will be taught to: .Develop an appreciation of different family structures and to develop strategies to help them develop healthy relationships with family and friends	**Module 3-Created to Live in Community** **.Religious Understanding** **.Living in the wider world** The children will be taught to: .explore their relationship with the wider world and explore how human beings are called to love others in the wider community through service, through diologue and through working for the Common Good.

Reading **Word Reading**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading **Comprehension**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** Develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing **Transcription**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** Spelling (see English Appendix 1) ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.
Writing **Handwriting**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** Handwriting Pupils should be taught to:

	♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing **Composition**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** Plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas Draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Writing **Vocabulary, Grammar and Punctuation**	**<u>Year 3 and 4 objectives</u>** **Pupils should be taught to:** Develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths **Year 3**	**Number: Place Value** - -Identify, represent and estimate numbers using different representations. - Find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundred, tens, ones) - Compare and order number up to 1000 - Read and write numbers up to 1000 - Solve number problems and practical problems involving these ideas. - Count from 0 in multiples of 4, 8, 50 and 100. **Number: Addition & Subtraction** - Add and subtract numbers mentally, including: a 3 digit number and ones; a 3 digit number and tens; a 3 digit number and hundreds. - Add and subtract numbers with up to 3 digits using formal written method of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers. -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	**Number: Addition & Subtraction** - Add and subtract numbers mentally, including: a 3 digit number and ones; a 3 digit number and tens; a 3 digit number and hundreds. - Add and subtract numbers with up to 3 digits using formal written method of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers. -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Number: Multiplication & Division** -Count from 0 in multiples of 4, 8, 50 and 100. - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	**Number: Multiplication & Division** - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Measures: Money** -Add and subtract amounts of money and give change, using both £ and p in practical contexts. **Statistics** -Interpret and present data using bar charts, pictograms and tables. -Solve one-step and two-step questions (e.g. How many more? How many fewer? Using info presented in scaled bar charts, pictograms and tables).	**Measures: Length & Perimeter** - Measure, compare, add and subtract lengths (m/cm/mm). -Measure the perimeter of simple 2D shapes. **Number: Fractions** - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Solve problems that involve all of the above	**Number: Fractions** - Recognise and show, using diagrams, equivalent fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators. - Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7) - Solve problems that involve all of the above. **Measures: Time** - Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. - 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, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events [for example to calculate the time taken by particular events or tasks]	**Geometry: Properties of Shape** - Recognise angles as a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Draw 2-D shapes and make 3-D shapes using modelling materials. - Recognise3-D shapes in different orientations and describe them. **Measures: Mass & Capacity** - Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)

Year 4	**Number: Place Value** -Count in multiples of 6, 7, 9, 25 and 1000. - Find 1000 more or less than a given number. -Recognise the place value of each digit in a four-digit number (thousands, hundred, tens and ones) - Order and compare numbers beyond 1000. - Identify, represent and estimate numbers using different representations. - Round any number to the nearest 10, 100 and 1000. -Solve number and practical problems that involve all of the above and with increasingly large positive numbers. - Count backwards through zero to include negative numbers. **Number: Addition & Subtraction** - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Estimate and use inverse operations to check answers to a calculation. - Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.	**Number: Addition & Subtraction** - Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why. **Measures: Length and Perimeter** -Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Convert between different units of measure (e.g. kilometres to metres). **Number: Multiplication & Division** -Recall and use multiplication and division facts for multiplication tables up to 12 x 12. -Count in multiples of 6, 7, 9, 25 and 1000. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. - Solve problems involving multiplying and adding, including the distributive law to multiply two-digit numbers by one-digit, inter scaling problems and harder correspondence problems such as n objects are connected to m objects.	**Number: Multiplication & Division** -Recall and use multiplication and division facts for multiplication tables up to 12 x 12. - Count in multiples of 6, 7, 9, 25 and 1000. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. - Solve problems involving multiplying and adding, including the distributive law to multiply two-digit numbers by one-digit, inter scaling problems and harder correspondence problems such as n objects are connected to m objects. **Measures: Area** - Find the area of rectilinear shapes by counting squares. **Number: Fractions** - Recognise and show, using diagrams, families of common equivalent fractions. - Count up and down I hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities including non-unit fractions where the answer is a whole number. - Add and subtract fractions with the same denominator.	**Number: Fractions (continued)** - Recognise and show, using diagrams, families of common equivalent fractions. - Count up and down I hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities including non-unit fractions where the answer is a whole number. - Add and subtract fractions with the same denominator **Number: Decimals** - Recognise and write decimal equivalents of any number of tenths or hundredths. - Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths - Solve simple measure and money problems involving fractions and decimals to two decimal places. - Convert between different units of measure [for example, kilometre to metre].	**Number: Decimals** - Compare numbers with the same number of decimal places up to two decimal places. - Round decimals with one decimal place to the nearest whole number. - Recognise and write decimal equivalents to 1/4,1/2 and 3/4. - Understand the effect of dividing a one or two digit number by 10 or 100. - Identifying the value of the digits in the answer as ones, tenths and hundredths. **Measures: Money** - Estimate, compare and calculate different measures, including money in pounds and pence. - Solve simple measure and money problems involving fractions and decimals to two decimal places. **Measures: Time** - Read, write and convert time between analogue and digital 12-and 24-hour clocks. - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Statistics** - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	**Statistics (continued)** - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry: Properties of Shape** - Identify acute and obtuse angles and compare and order angles up to two right angles by size. - Compare and classify geometry shapes, including quadrilaterals and triangles based on their properties and size. - Identify lines of symmetry in 2D shapes presented in different orientations. - Complete a simple symmetric figure with respect to a specific line of symmetry. **Geometry: Position and Direction** - Describe positions on a 2D grid as coordinates in the first quadrant. - Plot specified points and draw sides to complete a given polygon. - Describe movements between positions as translations of a given unit to the let/right and up/down.

Science Objectives	**During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.				
Year 3 Objectives	**Rocks** **Pupils should be taught to:** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	**Animals, including humans** **Pupils should be taught to:** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Plants** **Pupils should be taught to:** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Forces and magnets** **Pupils should be taught to:** compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	**Light** **Pupils should be taught to:** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change
Year 4 Objectives	**States of matter** **Pupils should be taught to:** compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Animals, including humans** **Pupils should be taught to:** describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	**Living things and their habitats** **Pupils should be taught to:** recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things	**Electricity** **Pupils should be taught to:** identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	**Sound** **Pupils should be taught to:** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases

Skills	**Scientific enquiry skills identified here will be taught across the year.** SE3.1 asking relevant questions and using different types of scientific enquiries to answer them · SE3.2 setting up simple practical enquiries, comparative and fair tests SE3.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers SE3.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions · SE3.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables SE3.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions SE3.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions SE3.8 identifying differences, similarities or changes related to simple scientific ideas and processes SE3.9 using straightforward scientific evidence to answer questions or to support their findings.					
Year 3 Skills	**Rocks and Soils** ES1 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties · ES2 describe in simple terms how fossils are formed when things that have lived are trapped within rock · ES3 recognise that soils are made from rocks and organic matter. Scientist Focus: Mary Anning	Animals including **humans** AH8 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat · AH9 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Animals** including humans AH8 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat · AH9 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Plants** P5 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers · P6 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 · P7 investigate the way in which water is transported within plants · P8 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Forces/magnets** F1 compare how things move on different surfaces F2 notice that some forces need contact between two objects, but magnetic forces can act at a distance F3 observe how magnets attract or repel each other and attract some materials and not others · F4 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 · F5 describe magnets as having two poles · F6 predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Light** L1 recognise that they need light in order to see things and that dark is the absence of light · L2 notice that light is reflected from surfaces · L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes L4 recognise that shadows are formed when the light from a light source is blocked by an opaque object · L5 find patterns in the way that the size of shadows change
Year 4 Skills	**Materials Science** MP 7 compare and group materials together, according to whether they are solids, liquids or gases · MP8 observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) · MP9 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Animals including **Humans** AH10 describe the simple functions of the basic parts of the digestive system in humans · AH11 identify the different types of teeth in humans and their simple functions · AH12 construct and interpret a variety of food chains, identifying producers, predators and prey	**Animals** including Humans AH10 describe the simple functions of the basic parts of the digestive system in humans · AH11 identify the different types of teeth in humans and their simple functions · AH12 construct and interpret a variety of food chains, identifying producers, predators and prey	**Plants/Living Things in Their Habitats** LH7 recognise that living things can be grouped in a variety of ways · LH8 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment · LH9 recognise that environments can change and that this can sometimes pose dangers to living things.	**Electricity** · E1 identify common appliances that run on electricity · E2 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers · E3 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 · E4 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit · E5 recognise some common conductors and insulators, and associate metals with being good conductors Scientist Focus: Michael Faraday	Sound S1 identify how sounds are made, associating some of them with something vibrating · S2 recognise that vibrations from sounds travel through a medium to the ear · S3 find patterns between the pitch of a sound and features of the object that produced it · S4 find patterns between the volume of a sound and the strength of the vibrations that produced it · S5 recognise that sounds get fainter as the distance from the sound source increases

<table>
<tr><td>History</td><td colspan="5">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

KS2 Objectives:
Pupils should be taught about: In Year 3/4
• changes in Britain from the Stone Age to the Iron Age
• the Roman Empire and its impact on Britain
• Britain’s settlement by Anglo-Saxons and Scots
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
• a local history study
• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
• Ancient Greece – a study of Greek life and achievements and their influence on the western world
• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</td></tr>
<tr><td>Year 3</td><td>Chronological Understanding
Place the time studied on a time line · Use dates and terms related to the study unit and passing of time · Sequence several events or artefacts
Range and depth of historical knowledge
Find out about every day lives of people in time studied · Compare with our life today · Identify reasons for and results of people's actions · Understand why people may have wanted to do something</td><td rowspan="2">Geography topic</td><td>Geography topic</td><td rowspan="2">Geography topic</td><td>Historical enquiry
Use evidence to build up a picture of a past event · Choose relevant material to present a picture of one aspect of life in time past · Ask a variety of questions · Use the library and internet for research

Interpretations of History
Identify and give reasons for different ways in which the past is represented · Distinguish between different sources – compare different versions of the same story · Look at representations of the period – museum, cartoons etc</td></tr>
<tr><td>Year 4</td><td></td><td>Range and depth of historical knowledge
Use evidence to reconstruct life in time studied · Identify key features and events of time studied · Look for links and effects in time studied · Offer a reasonable explanation for some events</td><td>Historical enquiry
Use a range of sources to find out about a period · Observe small details – artefacts, pictures · Select and record information relevant to the study · Begin to use the library and internet for research.
Interpretations of History
Look at the evidence available · Begin to evaluate the usefulness of different sources · Use text books and historical knowledge
Organisation and communication
Recall, select and organise historical information · Communicate their knowledge and understanding.
Chronological Understanding
Place events from period studied on time line · Use terms related to the period and begin to date events · Understand more complex terms eg BC/AD
Range and depth of historical knowledge
Use evidence to reconstruct life in time studied · Identify key features and events of time studied · Look for links and effects in time studied · Offer a reasonable explanation for some events</td></tr>
</table>

Geography	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **KS2 Objectives:** **Locational knowledge** 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 characteristics, countries, and major cities 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 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) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 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				
Year 3	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Follow a route on a map with some accuracy.		Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations Writing - poetry, newspaper, e-mail, letter Identify and explain different views of people including themselves. Explore geographical issues through discussion or through drama using role play Locate places on larger scale maps e.g. map of Africa Know why a key is needed. Use standard symbols.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out *E.g. talking to a builder about where materials come from.* Use a simple database to present findings. Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out. Use everyday standard and non-standard units occasionally *E.g. A trundle wheel for metres.* Count up to 100 *E.g. for a traffic survey they cross number on a hundred square for each vehicle.* Begin to organise recordings. Use 4 compass points to follow/give directions:	Use NF books, stories, atlases, pictures/photos and internet as sources of information. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations Locate places on larger scale maps e.g. map of Africa Begin to use map sites on internet. Begin to use junior atlases. Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.

			Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use letter/no. co-ordinates to locate features on a map. Begin to draw a sketch map from a high view point.	
Year 4			Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Writing - poetry, newspaper, e-mail, letter, charts, graphs Identify and explain different views of people including themselves. Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Suggest how photos provide useful evidence for their investigations. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non - standard measurements Use a database to present findings. Use a camera independently Locate a photo on a map. Annotate the photo. Use easy to read instruments *E.g. rain gauge or metre tape.* Count and record different types at the same time using a tally *E.g. counting types of shops.* Organise results in a spreadsheet. Know why a key is needed. Begin to recognise symbols on an OS map. Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch. Draw a sketch map from a high view point.	Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing

<table>
<tr><td rowspan="4">Art and Design Technology

Skills</td><td colspan="6">Pupils should 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.
Pupils should be taught:
♣ to create sketch books to record their observations and use them to review and revisit ideas
♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
♣ about great artists, architects and designers in history.</td></tr>
<tr><td colspan="6">Ongoing Art Skills in Year 3
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Adapt their work according to their views and describe how they might develop it further.
Annotate work in sketchbook.
Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
Use ICT.
Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</td></tr>
<tr><td colspan="6">Ongoing Art Skills in Year 4
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Adapt their work according to their views and describe how they might develop it further.
Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
Use ICT.
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<tr><td></td><td>DT</td><td>Art</td><td>DT</td><td>Art</td><td>DT</td><td>Art</td></tr>
<tr><td>Year 3 Skills</td><td>to generate ideas for an item, considering its purpose and the user/s
to identify a purpose and establish criteria for a successful product.
to plan the order of their work before starting
to explore, develop and communicate design proposals by modelling ideas
to make drawings with labels when designing
to select tools and techniques for making their product
measure, mark out, cut, score and assemble components with more accuracy
to work safely and accurately with a range of simple tools
to think about their ideas as they make progress and be willing to</td><td>Print using a variety of materials, objects and techniques including layering.
Talk about the processes used to produce a simple print.
to explore pattern and shape, creating designs for printing.</td><td>to generate ideas for an item, considering its purpose and the user/s
to identify a purpose and establish criteria for a successful product.
to plan the order of their work before starting
to explore, develop and communicate design proposals by modelling ideas
to make drawings with labels when designing
to select tools and techniques for making their product
measure, mark out, cut, score and assemble components with more accuracy
to work safely and accurately with a range of simple tools
to think about their ideas as they make progress and be willing to</td><td>Experiment with different grades of pencil and other implements.
Plan, refine and alter their drawings as necessary.
Use their sketchbook to collect and record visual information from different sources.
Draw for a sustained period of time at their own level.
Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Mix a variety of colours and know which primary colours make secondary colours.
Use a developed colour vocabulary.</td><td>to generate ideas for an item, considering its purpose and the user/s
to identify a purpose and establish criteria for a successful product.
to plan the order of their work before starting
to explore, develop and communicate design proposals by modelling ideas
to make drawings with labels when designing
to select tools and techniques for making their product
measure, mark out, cut, score and assemble components with more accuracy
to work safely and accurately with a range of simple tools
to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</td><td>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
Name the tools and materials they have used.
Develop skills in stitching.
Cutting and joining.
Experiment with a range of media e.g. overlapping, layering etc.

Join clay adequately and work reasonably independently.
Construct a simple clay base for extending and modelling other shapes.
Cut and join wood safely and effectively.
Make a simple papier mache object.</td></tr>
</table>

	change things if this helps them to improve their work to measure, tape or pin, cut and join fabric with some accuracy demonstrate hygienic food preparation and storage to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT to evaluate their product against original design criteria *e.g. how well it meets its intended purpose* to disassemble and evaluate familiar products		change things if this helps them to improve their work to measure, tape or pin, cut and join fabric with some accuracy demonstrate hygienic food preparation and storage to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT to evaluate their product against original design criteria *e.g. how well it meets its intended purpose* to disassemble and evaluate familiar products	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	to measure, tape or pin, cut and join fabric with some accuracy demonstrate hygienic food preparation and storage to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT to evaluate their product against original design criteria *e.g. how well it meets its intended purpose* to disassemble and evaluate familiar products	Plan, design and make models.
Year 4 Skills	how to generate ideas, considering the purposes for which they are designing to make labelled drawings from different views showing specific features to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail to evaluate products and identify criteria that can be used for their own designs to select appropriate tools and techniques for making their product to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques to join and combine materials and components accurately in temporary and permanent ways to sew using a range of different stitches, to weave and knit to measure, tape or pin, cut and join fabric with some accuracy to use simple graphical communication techniques to evaluate their work both during and at the end of the assignment to evaluate their products carrying out appropriate tests	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste.	how to generate ideas, considering the purposes for which they are designing to make labelled drawings from different views showing specific features to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail to evaluate products and identify criteria that can be used for their own designs to select appropriate tools and techniques for making their product to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques to join and combine materials and components accurately in temporary and permanent ways to sew using a range of different stitches, to weave and knit to measure, tape or pin, cut and join fabric with some accuracy to use simple graphical communication techniques to evaluate their work both during and at the end of the assignment to evaluate their products carrying out appropriate tests	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	how to generate ideas, considering the purposes for which they are designing to make labelled drawings from different views showing specific features to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail to evaluate products and identify criteria that can be used for their own designs to select appropriate tools and techniques for making their product to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques to join and combine materials and components accurately in temporary and permanent ways to sew using a range of different stitches, to weave and knit to measure, tape or pin, cut and join fabric with some accuracy to use simple graphical communication techniques to evaluate their work both during and at the end of the assignment to evaluate their products carrying out appropriate tests	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.

PE - Year 3	**Objectives to be taught over the year:** - Explain the importance of appropriate portions of food for a balanced diet and health. - Describe the differences between body parts. Compare and contrast his/her performance with others.					
	Hockey Objectives: Vary skills, actions and ideas and link these in different ways to suit different activities. Very response to tactics, strategies and sequences used. Skills: consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work	**Gymnastics** Objectives: Balance on one foot Climb a set of wall bars Perform a side step gallop Skills: consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Improve their ability to select appropriate actions and use simple compositional ideas recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	**Dance** Objectives: Balance on one foot Climb a set of wall bars Perform a side step gallop Skills: improvise freely on their own and with a partner, translating ideas from a stimulus into movement create and link dance phrases using a simple dance structure or motif perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups Keep up activity over a period of time and know they need to warm up and cool down for dance describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dances	**Netball** Objectives: Vary skills, actions and ideas and link these in different ways to suit different activities. Very response to tactics, strategies and sequences used. Skills: consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work	**Cricket/Swimming** Objectives for Cricket: Vary skills, actions and ideas and link these in different ways to suit different activities. Very response to tactics, strategies and sequences used Skills for Cricket: consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work Objectives for Swimming: Jump into the pool and submerge briefly. Sink, push away from the wall and glide underwater for a short distance. Submerge fully and pick up an object from the bottom. Have a reasonable knowledge of water safety code.	**Athletics/Outdoor Ed.** Objectives: Run at speed over a distance Skills: consolidate and improve the quality, range and consistency of the techniques they use for particular activities develop their ability to choose and use simple tactics and strategies in different situations know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving Orienteering/Outdoor learning skills/objectives: Develop the range and consistency of their skills and work with others to solve challenges choose and apply strategies and skills to meet the requirements of a task or challenge

					Skills for swimming: consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges know and describe the short-term effects of exercise on the body and how it reacts to different types of activity describe and evaluate the quality of swimming and recognise what needs improving	recognise the effect of different activities on the body and to prepare for them physically work safely describe and evaluate their own and others' performances, and identify areas that need improving
PE - Year 4	**Objectives to be taught over the year:** - Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. - Identify stress and stressful situations, - Understand the importance of mental health. - Identify basic 'coping strategies' for dealing with difficult emotions. - Identify the value of sleep for our heal. - Identify ways to make himself/herself happy and share happiness. - Discuss differences between the health of people from different countries/regions. - Explain the types and amounts of food needed for a balanced, healthy diet. - Identify the energy that certain food stuffs give by looking at the packaging. - Understand that there are good and bad bacteria. - Explain the benefits to the body of regular exercise. - Identify that the blood transports materials and it also protects. - Identify the main features of respiration. - Understand that muscles work in pairs to protect, support and move the body. - Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.					
	Football Objectives: Kick a ball accurately. Apply skills and tactics in combination with a partner or as part of a group/team.	**Gymnastics** Objectives: Complete a forward roll and land on their feet. Skip forwards in a fluid motion.	**Dance** Objectives: Skip forwards in a fluid motion. Skills: explore and create characters and narratives in response to a range of stimuli	**Netball** Objectives: Pass a ball from chest height to a partner Apply skills and tactics in combination with a partner or as part of a group/team	**Rounders/Swimming** Objectives for Rounders: Apply skills and tactics in combination with a partner or as part of a group/team Skills for Rounders: develop the range and consistency of their skills in all games	**Athletics/Outdoor Ed.** Objectives and Skills: consolidate and improve the quality, range and consistency of the techniques they use for particular activities

	Skills: develop the range and consistency of their skills in all games devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play	Skills: develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction describe how the body reacts during different types of activity and how this affects the way they perform describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved	use simple choreographic principles to create motifs and narrative perform complex dance phrases and dances that communicate character and narrative know and describe what you need to do to warm up and cool down for dance describe, interpret and evaluate their own and others' dances, taking account of character and narrative	Skills: develop the range and consistency of their skills in all games devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play	devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play Objectives for Swimming: Perform a sequence of changing shapes whilst floating on the surface. Swim approx. 10m using a range of strokes (back/breast/front crawl). Skills for Swimming: consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges know and describe the short-term effects of exercise on the body and how it reacts to different types of activity describe and evaluate the quality of swimming and recognise what needs improving	develop their ability to choose and use simple tactics and strategies in different situations know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving Orienteering/Outdoor learning skills/objectives: Develop the range and consistency of their skills and work with others to solve challenges choose and apply strategies and skills to meet the requirements of a task or challenge recognise the effect of different activities on the body and to prepare for them physically work safely describe and evaluate their own and others' performances, and identify areas that need improving

Computing **KS2 Objectives**	**Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Yr 3 Skills	Children begin to work through the Gibbon category of 2 Code. -Understand what algorithms are -Understand that programs execute by following instructions	Children create animated scenes by repeating and changing images in a storyboard. -Select appropriate tools to complete a given task.	Children learn how to use internet services safely, respectfully and responsibly, about the risks of opening links and attachments in emails, and of communicating personal information to unknown people. -Develop a basic understanding of how email works -Gain skills in using email -Be aware of broader issues surrounding email, including 'netiquette' and e-safety •Work collaboratively with a remote partner	Children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. Using Rising Stars – 'We Are Bug Fixers.' -Develop a number of strategies for finding errors in programs -Build up resilience and strategies for problem solving	The children learn to recognise some common types of programming error, and practise solving problems through logical thinking Increase their knowledge and understanding of -Scratch -Recognise a number of common types of bug in software	The children create their own opinion poll, seek responses, and then analyse the results. -Understand some elements of survey design -Understand some ethical and legal aspects of online data collection -Use the web to facilitate data collection -Gain skills in using charts to analyse data -Gain skills in interpreting results.
Yr 4 Skills	Children continue to work through the Gibbon category of 2 Code. -Understand what algorithms are -Understand that programs execute by following precise and unambiguous instructions	Children start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes. Rising Stars – We Are Software Developers.' -Develop an educational computer game using selection and repetition -Understand and use variables -Start to debug computer programs -Recognise the importance of user interface design, including consideration of input and output.	The children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Rising Stars – 'We Are Toy Designers' -Design and make an on-screen prototype of a computer-controlled toy -Understand different forms of input and output (such as sensors, switches, motors, lights and speakers) -Design, write and debug the control and monitoring program for their toy.	The children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page. Rising Stars – 'We Are HTML Editors' -Understand some technical aspects of how the internet makes the web possible -Use HTML tags for elementary mark up -Use hyperlinks to connect ideas and sources -Code up a simple web page with useful content -Understand some of the risks in using the web.	The children create a 'mini Wikipedia'. Rising Stars – 'We Are Co-authors.' -Understand the conventions for collaborative online work, particularly in wikis -Be aware of their responsibilities when editing other people's work -Become familiar with Wikipedia, including potential problems associated with its use	The children improve and edit a 'mini Wikipedia'. Rising Stars – 'We Are Co-authors.' -Practise research skills -Write for a target audience using a wiki tool -Develop collaboration skills -Develop proofreading skills.

MfL – French (in 20/21 will be the same for both year groups as both will be new to French)	**Ongoing MFL skills in Years 3 and 4:** - Understand a few familiar spoken words and phrases. For example: the teacher's instructions, words and phrases in songs, days of the week, colours, numbers. - Say and/or repeat single words and short simple phrases. For example: greeting someone, saying oui/non/s'il vous plait/merci, naming classroom objects. - Knowing how to pronounce some single letter sounds. - Imitate correct pronunciation. - Recognise and read out a few familiar words and phrases. For example: from stories and rhymes, labels on familiar objects, the date, the weather. - Write or copy simple words or symbols correctly. For example: numbers, days of the week, colours, classroom objects, a shopping list. - Select appropriate words to complete short phrases or sentences. - Understand and respect that there are people and places in the world around me that are different to where I live and play. - Understand that some people speak a different language to my own.					
	Numbers 0-10 Oui/non Greetings, asking and saying how you are Classroom instructions Ask for and give name	The Nativity– characters in the nativity and simple dialogue. Letter to Father Christmas. French Christmas carols.	Revision of numbers 0-10 Ask for and state age Colours (rouge, bleu, blanc, noir, vert, jaune, orange, rose, gris, violet, marron) Verb –est Connective - et	Making a pancake Easter celebrations Making an Easter card Develop understanding of customs and traditions	Names of fruit and other food items Letter strings Experiment with writing	Days of the week Months of the year Identify social conventions at home and in other cultures
Music **KS2 Objectives**	**Pupils should be taught to:** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.					
Yr 3 Skills and Yr 4 Skills	**Exploring sounds, melody and accompaniment.** Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.	**Controlling pulse and rhythm** Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).	**Listening, Memory and Movement.** Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.	**Singing songs with control and using the voice expressively.** Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'	**Control of instruments** Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.	**Composition** Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. **Performance skills** Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. **Evaluating and appraising** Recognise how music can reflect different intentions.