

<p>English</p> <p>Poetry Character description Story Mountain Diary entry Letter Dialogue Newspaper</p>	<p>Science – states of matter, water cycle, living things, habitats</p> <p>Compare and group materials together, according to whether they are solids, liquids, gases. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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).</p> <p>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 a danger to living things.</p> <p><u>Working scientifically</u> Observe, describe and compare using KS2 vocabulary Predict what might happen and begin to explain using scientific facts. Set up a fair test and explain why it is important to do so. Draw tables and bar charts to record observations/data. Explain what the evidence shows and whether it supports any predictions.</p>	<p>PSHE – dreams and goals</p> <p>Year 3</p> <p>I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) I can imagine how I will feel when I achieve my dream/ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p> <p>Year 4</p> <p>I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment</p>
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<p>History</p> <p>Year 3</p> <p>Pupils can identify ways in which the studied historical civilisation impacted on modern life today.</p> <p>Pupils can identify at least two aspects of cultural, economic, military, political, religious, and social historical changes as a result of the period of history being studied.</p> <p>Year 4</p> <p>Pupils can explain the impact of a time period on our way of life today. Pupils can identify a few ways in which the studied historical civilisation has impacted on modern life today</p> <p>Pupils can identify what has changed and what has stayed the same comparing the present day with the period being studied.</p> <p>Pupils can identify some aspects of cultural, economic, military, political, religious, and social historical changes as a result of the period of history being studied.</p>	<p>Geography</p> <p>Understand how some aspects of the geography of the UK has changed over time.</p> <p>Locate geographical regions of the UK and identify their human and physical characteristics.</p> <p>Name and locate counties and cities in the UK.</p> <p>Name and locate key topographical features of UK (hills, mountains, rivers, coasts)</p> <p>Understand human and physical geography of a region of the UK (Yorkshire)</p> <p>Describe and understand key aspects of types of settlement and land use.</p>	<p>RE – Communities, Easter</p> <p>Give examples of beliefs and values from different faiths</p> <p>Describe the impact of religious beliefs, values and rules on the life of a believer</p> <p>Identify the stories celebrated at festivals from different faiths</p> <p>Explain the meaning behind the celebration of festivals and rituals from different faiths</p> <p>Identify symbols and artefacts which are important for at least two different faiths</p> <p>Explain how artefacts and symbols express the beliefs of faith members</p> <p>Recognise different forms of religious and spiritual expression</p>
<p>Computing</p> <p>Animation and sound</p> <p>Year 3</p>	<p>Art and Design</p> <p>Year 3</p> <p>Study art from other cultures/time periods and discuss techniques and approaches used by the artist.</p>	<p>Design and Technology</p> <p>Year 3</p> <p>Know that a healthy diet is made up from a variety of different food and drink, as depicted in the Eatwell Plate</p>

<p>I can create animations of faces to speak in role with more life-like realistic outcomes.</p> <p>I can improve stop motion animation clips with techniques like onion skinning.</p> <p>I can use animation tools in presenting software to create simple animations.</p> <p>I can create and edit purposeful compositions using music software to create mood or a certain style</p> <p>I can experiment with live loops to create a song.</p> <p>Year 4</p> <p>I can use software to create a 3D animated story.</p> <p>I can take multiple animations of a character I have created and edit them together for a longer video.</p> <p>Create a simple four chord song following the correct rhythm.</p> <p>I can record a radio broadcast or audiobook. (VN)</p> <p>Coding and computer networks</p> <p>Year 3</p> <p>Use 'if' statements to program a maze game</p> <p>Use 'if-hit' statements to check if objects have collided</p> <p>Use the above skills to create own game</p> <p>I understand that computers in a school are connected together in a network. I understand why computers are networked</p> <p>Year 4</p> <p>Use co-ordinates for x and y in coding for positions</p> <p>Understand where a code has been entered incorrectly (debug)</p> <p>Use the above skills to create own app or game</p> <p>I understand that servers on the Internet are located across the planet.</p> <p>I understand how email is sent across the Internet</p>	<p>To use one colour to make different tones</p> <p>Select and arrange materials appropriate for the image/ idea</p> <p>Experiment with a range of collage techniques</p> <p>Discuss their own and other's work, focusing on specific features and record their ideas</p> <p>Year 4</p> <p>Study art from other cultures/time periods and discuss techniques, approaches and inspirations used by the artist</p> <p>Study art from other cultures/time periods and discuss techniques, approaches and inspirations used by the artist</p> <p>To use one colour to make as many different tones as possible</p> <p>Select and arrange materials for a striking effect</p> <p>Use a range of collage techniques</p> <p>Comment on the similarities and differences between their own work and other's work, making notes and suggesting next steps</p> <ul style="list-style-type: none"> • I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. • I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. • I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers. 	<p>cut, grate, peel, mix & knead ingredients safely.</p> <p>Prepare ingredients hygienically and using the appropriate utensils, by following a recipe</p> <p>Year 4</p> <p>What consists of a healthy diet and that people follow different diets based on their own cultural or religious beliefs/preferences – eg vegetarians, vegans, religious groups etc Judaism/Islam</p> <p>cut, grate, peel, mix & knead , Rubbing in, beat & fold</p> <p>Prepare ingredients hygienically and using the appropriate utensils, by following a recipe</p>
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<p>Music</p> <p>Year 3 – charanga Glockenspiel stage 1</p> <p>Objectives: To explore and develop playing and performance skills using glockenspiels</p> <p>Outcomes:</p> <p>Children will learn to:</p> <ol style="list-style-type: none"> 1. To learn to play and read the notes C,D,E,F 2. To improvise using the notes C and D 3. To compose using the notes C,D,E,F 4. To understand the difference between pulse and rhythm 5. To understand how pulse rhythm and pitch work together to create a song <p>Year 4 - Charanga Glockenspiel stage 2</p> <p>Objectives: To explore and develop playing and performance skills using glockenspiels</p> <p>Outcomes:</p> <p>Children will learn to:</p> <ol style="list-style-type: none"> 1. To perform using more complex rhythms 2. To learn to play and read the notes C,D,E,F and G 3. To compose using the notes C,D,E,F and G 4. To understand the difference between pulse and rhythm maintaining an internal pulse 5. To begin to make their own musical decisions, get involved in musical leadership, creating musical ideas their peers can respond to 	<p>French – ilanguages</p> <p>Year 3</p> <p>Start to understand the concept of gender and how un and une point to different genders.</p> <p>Identify specific sounds, phonemes and words.</p> <p>Say je m’appelle and say and respond to et toi?</p> <p>Learn how to pronounce the phonemes i, in, eu and th.</p> <p>Say and respond to je suis and form a sentence with the phrase.</p> <p>Use je suis with a colour.</p> <p>Give a simple opinion j’adore or je déteste about a colour.</p> <p>I can use two different colours and a connective to describe an animal.</p> <p>Use two different colours and a connective to describe an animal.</p> <p>Listen and respond to a simple story using repetition and gestures.</p> <p>Understand and use j’ai and know the difference between j’ai and je suis.</p> <p>Year 4</p> <p>Learn parts of the body, being able to say and understand them orally.</p> <p>Be able to read, say and understand words for colours.</p> <p>Learn the words grand and petit to describe size.</p> <p>start to understand that adjectives must agree with the noun they describe.</p> <p>Start to apply the adjective agreement rule.</p> <p>Pronounce words with the ‘on’ and ‘om’ nasal sounds.</p> <p>Give opinions with reasons about food.</p> <p>Take part in a conversation asking for and giving opinions about different foods.</p> <p>Revise ‘je voudrais’ and use it with different food items.</p> <p>Learn words for months.</p> <p>Be able to do some maths in French including division and multiplication.</p> <p>Learn how to understand and say and write dates.</p>	<p>PE - Athletics</p> <p>Demonstrate running tall with good balance.</p> <p>Run for increased periods of time (3 minutes).</p> <p>Respond readily to ‘On your marks, set, go!’</p> <p>Pass a baton to a partner to switch runner.</p> <p>Demonstrate accuracy in a push throw (chest push).</p> <p>Demonstrate accuracy in pull throw (javelin).</p> <p>Jump from two feet to two feet over a low obstacle in a steady rhythm (speed bounce mat without the middle).</p> <p>Develop standing long jump technique (2 feet to 2 feet).</p> <p>Explore combining a range of jumps (hop, step, jump, sissonne (scissor kick) and bounce).</p> <p>PE – Gym</p> <p>Copy and personalize movements with symmetry (leaps, rolls, jumps)</p> <p>Copy and personalize movements with asymmetry (leaps, rolls, jumps)</p> <p>Explore symmetry/asymmetry movements demonstrating flexibility</p> <p>Explore symmetry/asymmetry movements demonstrating strength and technique</p> <p>Perform a sequence of movements with symmetry/asymmetry on floor with precision and control</p> <p>Perform a sequence of movements with symmetry/asymmetry on apparatus with precision and control</p> <p>Begin to adapt own sequence to make improvements</p> <p>PE - OAA</p> <p>Complete simple team building challenges (e.g. the bench challenge) and identify successful strategies.</p> <p>Cross a space with a team, using 3 floor markers as stepping stones. Identify successful strategies and improve.</p> <p>In teams, complete the drainpipe challenge with simple game conditions.</p> <p>Complete a short orienteering course using a simple map and suggest ways to improve completion time.</p> <p>Using an ariel map, create your own simple orienteering course for others to complete.</p> <p>In teams, complete the hoop memory game and suggest ways to improve their team performance.</p> <p>PE – Hockey</p> <p>Dribble the ball with control using small touches</p> <p>Dribble the ball to avoid being tackled</p> <p>Pass the ball over short distances with control</p> <p>Combine dribbling and passing</p>
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