

<p>English</p> <p>Explanation text Character description Fables Diary entry Poetry – free verse, cinquain Story Instruction text Non chronological report Playscript Persuasive</p>	<p>Science – forces and magnets</p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Working scientifically</u> Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas Measure in standard units Set up a fair test and explain why it is important to do so Draw tables and bar charts to record observations/data Observe, describe and compare using Key Stage 2 scientific vocabulary Explain observations/results using cause and effects and scientific facts and ideas Talk about how to improve their own work</p>	<p>PSHE – Relationships</p> <p>Year 3</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p> <p>I can describe how taking some responsibility in my family makes me feel</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can show an awareness of how this could affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I enjoy being part of a family and friendship groups</p> <p>Year 4</p>
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I can recognise situations which can cause jealousy in relationships

I can identify someone I love and can express why they are special to me

I can tell you about someone I know that I no longer see

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

I know how to show love and appreciation to the people and animals who are special to me

I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens

I know how most people feel when they lose someone or something they love

I understand that we can remember people even if we no longer see them

I know how to stand up for myself and how to negotiate and compromise

I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend

I can love and be loved

PSHE – Changing Me

Year 3

Know that in nature it is usually the female that carries the baby

Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops

Know that babies need love and care from their parents/carers

		<p>Know some of the changes that happen between being a baby and a child</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Year 4</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p> <p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p>
<p>History Year 3</p>	<p>Geography Describe and understand key aspects of settlements and land use</p>	<p>RE – Our World Where did the Earth come from?</p>

<p>History skill 1 - Pupils can analyse evidence from a period of history answering simple questions about its reliability and source</p> <p>History skill 2 - Pupils can ask a few relevant historical questions regarding the historical period being studied.</p> <p>History skill 3 - Pupils can identify ways in which the studied historical civilisation impacted on modern life today.</p> <p>History skill 5 - Pupils can give reasons for a historical event happening and what the consequences were.</p> <p>History skill 6 - Pupils can place the time period within a chronological framework with other time events that they have previously studied. e.g. Apollo landing. They use references perhaps technological to explain the ordering of time.</p> <p>Year 4</p> <p>History skill 1 - Pupils can analyse evidence from a period of history answering questions about its reliability and understanding that there is more than one interpretation. They understand the difference between fact and opinion.</p> <p>History skill 2 - Pupils can ask some relevant historical questions regarding the historical period being studied. These questions are based on an understanding of the relative position in time.</p> <p>History skill 3 - 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>History skill 5 - Pupils can explore differing reasons for a historical event happening (acting as historical investigators) and what the consequences were of the event.</p> <p>History skill 6 - Pupils can place the time period within a chronological framework with the other time periods that they have previously studied such as the romans, Vikings and Anglo Saxons. They can identify some similarities and differences between them in areas such as clothing, way of life, architecture.</p>		<p>Is the Earth sacred?</p> <p>Who is God?</p> <p>How do different religions describe God?</p> <p>How do faith members interpret creation stories?</p> <p>How does belief in a creator God influence believers lives?</p> <p>What is meant by stewardship of the Earth?</p> <p>What do holy books say about care for animals and showing respect for the world?</p> <p>How can we better care for the world?</p>
<p>Computing E-safety</p>	<p>Art and Design Year 3</p>	<p>Design and Technology Create simple pulley systems and understand their importance in every day life.</p>

<p>I can explain the difference between ‘belief’, an ‘opinion’ and a ‘fact’.</p> <p>I can give reasons why I should only share information with people I choose to, and can trust.</p> <p>I can describe simple strategies for creating and keeping passwords private</p> <p>Data</p> <p>I can create my own online multiple choice questionnaire</p> <p>I can input data into a spreadsheet</p> <p>I can export the data in a variety of ways: charts, bar charts, pie charts.</p> <p>Presentations</p> <p>I can create a presentation to present information</p> <p>I can create an interactive ebook with text, images and sound.</p>	<p>To create and combine shapes to create recognisable 3d forms e.g. nets or solid materials</p> <p>Create surface patterns and textures in a malleable material</p> <p>Construct a simple clay base on which to join clay additions</p> <p>Study art from other cultures/time periods and discuss techniques and approaches used by the artist.</p> <p>Year 4</p> <p>To create and combine shapes to create recognisable 3d forms e.g. joining 3d shapes, made from nets together</p> <p>Experiment with different adhesives and evaluate their effectiveness</p> <p>Create surface patterns and textures in a malleable material to create a particular effect</p> <p>Know and use different techniques to form clay structures by pulling out or joining clay parts together</p> <p>Study art from other cultures/time periods and discuss techniques, approaches and inspirations used by the artist. e.g. how certain forms of art are characterised e.g. aboriginal art, pastoral art etc.</p>	<p>Explore magnets for movement.</p> <p>Identify some of the great designers in different areas of study, to generate ideas from their designs</p> <p>Plan a sequence of actions to make a product</p> <p>Develop a wider range of designs</p> <p>Independently identify strengths and weaknesses of their design ideas</p>
<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>	<p>French – ilanguages</p> <p>Year 3</p> <p>Understand the phrase Qu’est-ce que tu voudrais?</p> <p>Use the phrase je voudrais in appropriate contexts.</p> <p>Create sentences using the language j’adore/ je déteste ... mais je voudrais.</p> <p>Practise opinion phrases j’adore/ je déteste ...</p> <p>Practise extending sentences with mais.</p> <p>Learn the high frequency phrase c’est.</p> <p>Ask questions with c’est qui?</p> <p>Extend sentences with et and aussi.</p> <p>Perform a rap based on much of the language they have covered in Y3 in French.</p> <p>Year 4</p> <p>Revise words for family members.</p> <p>Learn the different words for ‘my’ in French (possessive adjectives).</p> <p>Know when to use the correct word for ‘my’.</p> <p>Revise the different words for ‘my’ in French (possessive adjectives).</p> <p>Improve dictionary skills.</p> <p>Learn how to pronounce the phoneme ‘eu’ correctly.</p> <p>Learn words for clothing.</p> <p>Use mental associations to remember words.</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 - Tennis</p> <p>To perform an underarm serve into the opponent’s court with control</p> <p>To perform a forehand stroke with control in isolation</p> <p>To perform a backhand stroke with control in isolation</p> <p>To experience short court games of tennis</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>Be able to ask and answer the question Que portes-tu? Memorise and present a short spoken text. Learn about different types of French food and drink and where they are from.</p>	<p>To create space to win a point (hit the ball away from opponent) To move to the ready position ready for the return shot (correct stance) PE – Golf To show good accuracy when putting at targets over short distances. To show good distance control when putting over short distances. From 5m, chip the ball in the air and strike the vertical target (flag) From 5m, chip the ball in the air to a flat target (ring of cones) Strike the ball onto a large green 10m from the tee (ring of cones) Design a simple chip and putt game for others to play. PE – Rounders Develop a good batting technique using a flat rounders bat. (grip, stance) Strike a bowled ball using a flat rounders bat. Show control when using the overarm throw. Explore stopping a moving ball when fielding. Confidently catch a tennis ball with two hands over short distances. Using an underarm action, bowl from 5m. Apply batting strategies identified by the teacher. Apply fielding strategies identified by the teacher. Begin to demonstrate good communication skills when batting and fielding.</p>
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