

<p>English Recount Diary Newspaper Poetry (haiku/free verse)</p>	<p>Science</p> <p><u>Working scientifically year 3</u> Observe, describe and compare using key stage 2 scientific vocabulary. Predict what might happen and begin to explain why using everyday ideas. Measure in standard units Plan a fair test with help Draw simple tables and bar charts to record their observations/data Ask scientific questions and collect data to answer them Explain observations using cause and effect</p> <p><u>Working scientifically year 4</u> Observe, describe and compare using key stage 2 scientific vocabulary 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 record their observations/data Collect evidence to test out an idea or answer a question Explain observations/results using cause and effects and scientific facts and ideas</p>	<p>PSHE – Jigsaw – Relationships</p> <p>Year 3 Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own</p> <p>Can identify the responsibilities they have within their family Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children’s rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p> <p>Year 4 Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy</p>
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<p>RE – Sacred Places</p> <p>Show understanding of what is sacred for believers in religious places</p> <p>Describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>Explain how activities at local places of worship create a sense of community</p> <p>Suggest how the milestones of life give a sense of identity and belonging for faith members</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>Art and Design</p> <p>Year 3</p> <p><u>Drawing</u></p> <p>To sketch lightly</p> <p>The drawing represents a stimulus</p> <p>To draw from observation beginning to acknowledge scale in relation to other objects</p> <p>e.g. contrast between a tree/ house/ person/ dog</p> <p>Begin to show an awareness of objects having a third dimension when drawing them in isolation</p> <p>e.g. a box with a top and sides/ cup/ vase</p> <p>Apply a simple use of pattern, texture and shading in a drawing</p> <p>Experiment with different grades of pencil to achieve variations in tone, line and texture</p> <p>E.g. when shading to show contrast in light and dark</p> <p><u>Paint</u></p> <p>To select the appropriate brush for purpose from a selection and handle correctly</p> <p>To begin to use watercolour paint to produce washes for backgrounds</p> <p><u>Exploring and Evaluating</u></p> <p>After experimenting with different media make independent choices from a selection provided.</p> <p>Year 4</p> <p><u>Drawing</u></p> <p>Use sketch to refine the drawing</p> <p>Child can make amendments and changes as needed</p> <p>Look closely at stimulus – observational skills</p> <p>To draw from observation focusing on scale in relation to other objects</p> <p>To show having a third dimension when drawing individual objects, considering anglese.g lines are drawn parallel to create the correct angles.</p> <p>Apply a range techniques of pattern and texture in a drawing.</p>	

	<p>Experiment with different levels of pressure to achieve variations in tone, line, texture. Consider the direction of the lines, spacing, overlapping</p> <p><u>Paint</u></p> <p>To experiment with a range of tools for applying paint to create different textures</p> <p>Begin to consider the appropriate direction of the brush stroke</p> <p>Use watercolour paint to produce washes for backgrounds</p> <p>To understand how to create different textures within paint.e.g. rice, saw dust, pva</p> <p><u>Exploring and Evaluating</u></p> <p>After experimenting with different media make independent choices from a selection provided, giving reasons for their choice.</p>	
<p>Computing</p> <p><u>E-safety</u></p> <p><u>Year 3</u></p> <p>I can use key phrases in search engines</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><u>Year 4</u></p> <p>I can describe ways in which people can be bullied online (image, video, text)</p> <p>I can analyse information and differentiate between ‘beliefs’, ‘opinions’ and ‘facts’.</p> <p>I can explain that lots of people sharing the same opinion/belief online does not make it true.</p> <p>I can explain what a strong password is.</p> <p>I can explain that others online can pretend to be me or other people</p> <p>Photo/Video</p> <p>Year 3</p> <p>I can sequence video clips in a timeline and record a voiceover</p> <p>I can trim and cut film clips and add titles and transitions</p> <p>I can create my own movie trailer.</p> <p>Year 4</p> <p>I can add music and sound effects to my films</p> <p>I can add animated titles and transitions</p> <p>I can add simple subtitles to a video clip.</p>	<p>PE – Cricket</p> <p>Develop a good batting technique using a kwik cricket bat. (Grip, stance)</p> <p>Strike a ball with control from an underarm bowl.</p> <p>Explore playing a variety of shots (starting with straight drive)</p> <p>Explore stopping a moving ball when fielding.</p> <p>Confidently catch a tennis ball with two hands over short distances.</p> <p>Using an underarm action, bowl with control from 10m.</p> <p>Throw (underarm) with accuracy at the wickets from 5m.</p> <p>Apply batting strategies identified by the teacher.</p> <p>Apply fielding strategies identified by the teacher.</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> <p>To create space to win a point (hit the ball away from opponent)</p> <p>To move to the ready position ready for the return shot (correct stance)</p>	

**Music –
Beginner Keyboard Course**

To be able to use The right hand finger positions (1-5)

To be able to recognise and read the notes middle C to G

To be able to recognise and read note durations (and rests) including crotchet, minim and semi breve.

To be able to play in time with a pulse.

To begin to use the left hand for single fingers or simple chords.

French – ilanguages

Year 3

Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age.

Learn how to pronounce the phoneme ai.

Understand the difference between le/la/les and un/une in French and know when to use each type of article.

Recognise some familiar words in written form. Recognise question forms and negatives.

Understand the phrase Qu'est-ce que tu voudrais? Use the phrase je voudrais in appropriate contexts.

Create sentences using the language j'adore/ je déteste ... mais je voudrais.

Practise opinion phrases j'adore/ je déteste ...

Practise extending sentences with mais.

Ask questions with c'est qui? Extend sentences with et and aussi.

Year 4

Give opinions with reasons about food. Take part in a conversation asking for and giving opinions about different foods.

Follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.

Revise 'je voudrais' and use it with different food items.

Pronounce words with the 'e' sound.

Read and understand a range of familiar written phrases. Apply phonic knowledge of the language to support reading and writing.

Revise words for months and numbers 1-15.

Learn numbers 16-31. Be able to do some maths in French including division and multiplication.

Learn how to understand and say and write dates. Learn about birthday traditions in France and name days.

Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type.