

<p>English</p> <p>Poetry – Haiku Story – Adventure Playscript</p>	<p>Science</p> <p><u>Electricity</u> 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.</p>	<p>PSHE – Jigsaw – Changing Me</p> <p>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 Know some of the changes that happen between being a baby and a child Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify changes they are looking forward to in the next year</p> <p>Year 4 Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty</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 angle. e.g. lines are drawn parallel to create the correct angles.</p> <p>Apply a range techniques of pattern and texture in a drawing. 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>Design Technology</p> <p>Investigate existing products, including drawing them to analyse and understand how they are made</p> <p>Design, plan. Make and Evaluate</p> <p>Explore how gears are used in everyday life – from simple (mechanical whisks) to vehicles, toys etc.</p> <p>Use from a kit or create simple gear mechanisms to transmit movement</p> <p>Extension – investigate gears for the effects on speed and changing direction.</p> <p>Year 3</p> <p>With support, plan a sequence of actions to make a product</p> <p>Develop more than one design</p> <p>Begin to develop prototypes/models from kits</p> <p>Begin to refine work and techniques as work progresses, continually evaluating the product design</p> <p>Identify strengths and weaknesses of their design ideas, with support</p> <p>Talk about how closely their finished product meets their design criteria and meets the needs of the user</p> <p>Year 4</p> <p>Plan a sequence of actions to make a product</p> <p>Develop a wider range of designs</p> <p>Develop prototypes</p> <p>Refine work and techniques as work progresses, continually evaluating the product design</p> <p>Independently identify strengths and weaknesses of their design ideas</p> <p>Evaluate their finished product and consider how closely it meets their design criteria and meets the needs of the user</p>

	<p>To experiment with a range of tools for applying paint to create different textures Begin to consider the appropriate direction of the brush stroke Use watercolour paint to produce washes for backgrounds To understand how to create different textures within painte.g. rice, saw dust, pva <u>Exploring and Evaluating</u> After experimenting with different media make independent choices from a selection provided, giving reasons for their choice.</p>	
<p>Computing <u>Data</u> <u>Year 3</u> I can start to input simple data into a spreadsheet to make a table. <u>Year 4</u> I can create my own online multiple choice questionnaire. I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. I understand how data is collected.</p> <p><u>Presentations</u> <u>Year 3</u> I can create a simple comic with sounds, text and video I can create a simple digital mind map <u>Year 4</u> I can create an interactive ebook with text, images and sound. I can create a presentation to present information</p>	<p>PE – Tri 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. From 5m, chip the ball in the air to a flat target. Strike the ball onto a large green 10m from the tee. Design a simple chip and putt game for others to play</p> <p>PE - Rounders Develop a good batting technique using a flat rounders bat. Strike a bowled ball using a flat rounders bat. Show control when using the overarm throw. Explore techniques to stop a moving ball when fielding. Confidently catch a tennis ball with two hands over short distances. Using an underarm action, bowl with control 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>	
<p>Music – Beginner Keyboard Course</p> <p>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.</p>	<p>French – ilanguages Year 3</p> <p>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.</p>	

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.