

<p><b>English</b> Narrative, Character, Setting, Tension, Non Chronological Report, Leaflet, Newspaper, Explanation, Film review, Kennings poem, Setting description, Narrative – beginning, middle, end</p>	<p><b>Science</b> <b>Light</b> 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.</p> <p><b>Rocks</b> 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.</p> <p><u>Working scientifically</u> – Yr 3 Observe, describe and compare using KS2 scientific vocabulary Predict what might happen and begin to explain using everyday ideas Plan a fair test with help Explain observations using cause and effect Find and talk about simple patterns in results Talk about how to improve their own work</p> <p>Yr 4 Observe, describe and compare using KS2 scientific vocabulary Predict what might happen and begin to explain using everyday ideas and scientific facts/ideas Set up a fair test and explain why it is important to do so Explain observations/results using cause and effect and scientific facts/ideas Identify and explain simple trends and patterns in results</p>	<p><b>PSHE – Jigsaw – Being me in my world</b> <b>Year 4</b> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others</p> <p>Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices</p> <p><b>PSHE – Jigsaw – Celebrating Difference</b> <b>Year 4</b> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change</p> <p>Be comfortable with the way they look Try to accept people for who they are</p>
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	<p>Talk about how to improve their own work</p>	<p><b>Be non-judgemental about others who are different</b>  Identify influences that have made them think or feel positively/negatively about a situation  Identify feelings that a bystander might feel in a bullying situation  Identify reasons why a bystander might join in with bullying  Revisit the 'Solve it together' technique to practise conflict and bullying scenarios  Identify their own uniqueness  Identify when a first impression they had was right or wrong</p>
<p><b>RE – Remembering</b>  What is the value of participating in a religious festival or ritual?  What is the significance of religious festivals and rituals?  Compare the experience of participating in a religious festival or celebration around the world  Reflect and share how religious celebrations and rituals have an impact on the community  Identify the stories celebrated at festivals  Explain the meaning behind the celebration of festivals and rituals of different faiths</p> <p><b>RE – Christmas</b>  What is the significance of religious festivals and rituals?  How do people express their beliefs?  Identify the stories celebrated at festivals from different faiths  Explain the meaning behind the celebration of festivals and rituals from different faiths  Identify symbols and artefacts which are important for at least two different faiths  Explain how artefacts and symbols express the beliefs of faith members  Recognise different forms of religious and spiritual expression</p>	<p><b>Art and Design</b>  <b>Year 3</b>  <b>Digital</b>  Use a graphics package to create shapes by making selections to cut, duplicate and repeat  Record and collect visual information using digital cameras and video recorders  To make an appropriate choice of special effects and filters to manipulate an image</p> <p><b>Exploring and Evaluating</b>  Discuss their own and other's work, focusing on specific features and record their ideas  After experimenting with different media make independent choices from a selection provided.</p> <p><b>Year 4</b>  <b>Digital</b>  Record and collect visual information using digital cameras and video recorders using a zoom to enhance the image</p> <p><b>Exploring and evaluating</b>  Comment on the similarities and differences between their own work and other's work, making notes and suggesting next steps  To develop resilience through multiple attempts, selecting and improving.  After experimenting with different media make independent choices from a selection provided, giving reasons for their choice</p>	<p><b>DT – Structures</b>  <b>Taking inspiration from designers</b>  Begin to identify some of the great designers in different areas of study, to generate ideas from their designs</p> <p>With support, investigate existing products, including drawing them to analyse and understand how they are made</p> <p><b>Assembly skills year 3</b></p> <p>With support, plan a sequence of actions to make a product  Develop more than one design  Begin to develop prototypes  Begin to refine work and techniques as work progresses, continually evaluating the product design  Identify strengths and weaknesses of their design ideas, with support  Talk about how closely their finished product meets their design criteria and meets the needs of the user  Measure and mark out accurately within 5mm</p> <p><b>Assembly skills year 4</b>  Plan a sequence of actions to make a product  Develop a wider range of designs  Develop prototypes  Refine work and techniques as work progresses, continually evaluating the product design  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>Measure and mark out to the nearest mm</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as internal shapes, slots or cut outs</p> <p>Use a wider range of fixings including using a glue gun, with close supervision, split pins for movement and card corners</p>
<p><b>Computing</b> <b><u>E-safety yr 4</u></b> I can explain how my online identity can be different to the identity I present in real life I can explain why I should be careful who I trust online and what information I share with them. I can give examples of how to be respectful online I can explain ways that information about me online could have been created, copied or shared by others</p> <p><b><u>Coding year 4</u></b> Use coding to add points to a game Add variable to a game Change the background to an app Add audio and music to an app</p> <p><b><u>Typing year 4</u></b> Align text – centre, left, right Use font sizes appropriately for audience and purpose Save a document and know where and how to retrieve it Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text Use spell check and thesaurus including through Siri and other AI technology</p> <p><b><u>AR and VR</u></b> I can create my own 360 video. (ARM) I can add multiple objects into my surroundings through AR to explain a concept. (ARM)</p>	<p><b>PE – Tag Rugby</b> Pass a rugby ball with accuracy whilst walking Receive a rugby ball whilst walking Run in the correct direction with the ball at pace to advance play and get closer to the try zone To tag an opponent during a small-sided game. To explore defensive tactics in game situations. To explore attacking tactics in game situations. Apply all of the above in 3v3 game situations.</p> <p><b>PE - Football</b> Dribble the ball with control and small touches Dribble the ball to avoid being tackled (under pressure) Pass the ball over short distances with control Combine dribbling and passing Receive the ball over short distances with control Shoot from a short distance with control Tackle/intercept the ball from an opponent and keep control of it. Apply all of the above skills in small-sided game situations. Introduce officiating.</p> <p><b>Dance</b> Copy and personalize a range of movements and body patterns with control Remember a sequence of movements and dance steps Create a sequence with varying levels, speed and direction. Begin to adapt own sequence to make improvements Perform own sequence of movements with precision and control Perform to sound and music with rhythm</p> <p><b>Netball</b></p>	<p><b>History</b></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 4 – 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>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</p>

	<p>Perform a chest pass with control  Receiving a pass with confidence  Shoot using the correct technique in the air  To find space and get ready to receive the ball in a modified game (piggy in middle)  Intercept the ball from an opponent and keep control of it in a modified game (piggy in middle)  To explore defensive tactics in game situations. (blocking, marking, intercepting)  To create and apply attacking tactics in game situations. (movement, space, passing)</p>	
<p><b>Music -</b></p> <p><b>Music – Year 3 - Charanga - Glockenspiel stage 1</b></p> <p>To explore and develop playing and performance skills using glockenspiels  To learn to play and read the notes C,D,E,F  To improvise using the notes C and D  To compose using the notes C,D,E,F  To understand the difference between pulse and rhythm  To understand how pulse rhythm and pitch work together to create a song</p> <p><b>Year 4 - Charanga - Glockenspiel stage 2</b></p> <p>To explore and develop playing and performance skills using glockenspiels  To perform using more complex rhythms  To learn to play and read the notes C,D,E,F and G  To compose using the notes C,D,E,F and G  To understand the difference between pulse and rhythm maintaining an internal pulse  To begin to make their own musical decisions, get involved in musical leadership, creating musical ideas their peers can respond to</p>	<p><b>French – ilanguages</b></p> <p><b>Listening</b> - Use strings of letter sounds to help me understand new words.</p> <p><b>Listening (&amp; writing)</b> - Listen to high-frequency familiar words when spoken slowly and clearly and apply in writing with understandable spelling.</p> <p><b>Reading</b> - Identify the overall type of text from contextual cues and a few familiar words.</p> <p><b>Speaking (&amp; Reading)</b> - Rehearse and perform short role plays drawing on one topic.</p> <p><b>Speaking</b> - Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p><b>Writing</b> - Write words and phrases accurately using support such as a model or word bank to check spellings.</p> <p><b>Grammar</b> - Use adjectives (agreement and position with more confidence.)</p>	<p><b>Geography – Extreme Earth</b></p> <p><b>Locational Knowledge (know and find on maps/globes):</b></p> <ul style="list-style-type: none"> <li>❖ name and locate the world’s mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics</li> </ul> <p><u>Curriculum objectives:</u></p> <ul style="list-style-type: none"> <li>• Name and locate key topographical features of the United Kingdom (including hills, mountains, coasts and rivers)</li> <li>• Name and locate countries within Europe (including Russia) and major cities</li> <li>• Identify the key physical and human characteristics of Europe</li> <li>• Identify the key physical and human characteristics of North America (mountains only)</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>❖ understanding geographical similarities and differences between the UK, Europe and North and South America</li> </ul> <p><u>Curriculum objectives:</u></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences between the human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul> <p><b>Human and Physical:</b></p> <ul style="list-style-type: none"> <li>❖ Physical geography (describe and understand key aspects of mountains volcanoes and earthquakes)</li> <li>❖ Human geography (describe and understand key aspects of types of settlement and land use)</li> </ul>

Curriculum objectives:

- Describe and understand key aspects of mountains
- Describe and understand key aspects of types of settlement and land use (Volcano environment)

**Geographical Skills**

**Year 3:**

- **Use keys to build knowledge**/research.
- **Start to understand complex keys** eg size of symbol for quantity.
- **Use maps [atlases, globes, digital/computer mapping] to locate and to start to describe countries studied.**
- **Use 4 figure grid references to build knowledge and locate places within the UK on an Ordnance survey map** (i.e. research)
- Start to understand contour lines.
- Work out simple distances from a map (eg aerial distance, or along a straight road).

**Year 4:**

- **Use complex keys to build knowledge** eg making quantitative estimates based on size of symbol.
- **Use the contents and index of an atlas.**
- **I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied**
- **Start to use 6 figure grid references**
- Understand contour lines

Use a scale to reasonably estimate distances (eg along roads/waterways).