

<p>English</p> <p>Leaflet Letter Description Kennings Diary Tension and suspense</p>	<p>Science – Animals including humans</p> <p>Year 3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Year 4 Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Working scientifically year 3</u> Ask scientific questions and use information/collect data to answer them Predict what might happen and begin to explain why using everyday ideas Plan a fair test with help Draw simple tables and bar charts to record their own observations/data Talk about observations/results and begin to use scientific facts to explain them Find and talk about simple patterns in results Talk about how to improve their own work</p> <p><u>Working scientifically year 4</u> Collect evidence/find information to test out an idea/prediction or answer a question Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas Plan ways to test out their own/someone else’s ideas</p>	<p>PSHE – Jigsaw – Being me in my world</p> <p>Year 3</p> <ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others’ feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others <p>Year 4</p> <ul style="list-style-type: none"> • 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 • 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 <p>Be able to help friends make positive choices</p>
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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
Identify and explain simple trends and patterns in results
Talk about how to improve their own work

Celebrating Difference

Year 3

- Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
- Know that conflict is a normal part of relationships
- Know that some words are used in hurtful ways and that this can have consequences
- Know why families are important
- Know that everybody's family is different
- Know that sometimes family members don't get along and some reasons for this
- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- Be able to show appreciation for their families, parents and carers
- Empathise with people who are bullied
- Employ skills to support someone who is bullied
- Be able to recognise, accept and give compliments
- Recognise feelings associated with receiving a compliment

Year 4

- 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
- Be comfortable with the way they look
- Try to accept people for who they are
- Be non-judgemental about others who are different
- Identify influences that have made them think or feel positively/negatively about a situation

		<ul style="list-style-type: none"> • 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 <p>Identify when a first impression they had was right or wrong</p>
<p>History Year 3 History skill 1 – Pupils can analyse evidence from a period of history answering simple questions about its reliability and source History skill 2 – Pupils can ask a few relevant historical questions regarding the historical period being studied History Skill 3 – Pupils can identify ways in which the studied historical civilisation impacted on modern life today 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 6 – Pupils can place the time period within a chronological framework with other time events that they have previously studied.</p> <p>Year 4 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 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 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 History skill 4 – Pupils can identify what has changed and what has stayed the same comparing the present day with the period being studied. Pupils can identify some aspects</p>	<p>Geography Use maps, atlases, globes and digital/computer mapping to locate countries in Europe and describe features studied.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions of the UK and describe features studied</p> <p>Use a range of maps, atlases, globes and digital/computer mapping to locate continents and countries wider world and some of their features. (Eg population/topography/climate)</p>	<p>RE – Founders of Faith Identify key events in the lives of faith founders and their impact on those around them Explain the relevance of different faith founders for their followers Explain the significance of the key teachings of faith founders for faith members Describe the teachings of key religious figures, identifying some similarities and differences Reflect on the teachings of key religious figures and how these teachings impact on society</p> <p>RE – Christmas 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 faiths Explain how artefacts and symbols express the beliefs of faith members Recognize different forms of religious and spiritual expression</p>

<p>of cultural, economic, military, political, religious, and social historical changes as a result of the period of history being studied</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</p>		
<p>Computing</p> <p>E-safety</p> <p>I can explain what is meant by the term identity</p> <p>I can explain ways in which I might change my identity online (avatar)</p> <p>I can explain the risks of communicating online with others I don't know well.</p> <p>I can recognise I need to be careful before I share anything about myself online</p> <p>I can explain what online bullying is and describe some examples</p> <p>Coding</p> <p>Program a sequence of actions that execute at different times</p> <p>Program a sequence of actions to create a simple animation</p> <p>Use the above to design, write and debug your own app</p> <p>Typing</p> <p>I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/</p> <p>d/f/g, and use right fingers for h/j/k/l</p> <p>I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</p> <p>I can use cut, copy and paste to quickly duplicate and organise text.</p> <p>(Word, Notes)</p> <p>AR/VR</p> <p>I can bring objects into my surroundings using Augmented Reality.</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>Select and arrange materials appropriate for the image/idea</p> <p>Use a variety of techniques with textiles</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>Select and arrange materials for a striking effect</p> <p>Experiment with a range of collage techniques</p> <p>Use a range of collage techniques</p> <p>Enhance textile work with decoration</p> <p>Comment on the similarities and differences between their own work and other's work, making notes and suggesting next steps</p>	<p>Design and Technology</p> <p>Year 3</p> <p>With support, investigate existing products, including drawing them to analyse and understand how they are made</p> <p>Begin to identify some of the great designers in different areas of study, to generate ideas from their designs</p> <p>With support, plan a sequence of actions to make a product.</p> <p>Develop more than one design</p> <p>Create structures which incorporate folding and rolling to replicate models of larger constructions in real life (Eg bridges/buildings)</p> <p>Improve on existing designs, giving reasons for their choices</p> <p>Begin to refine work and techniques as work progresses, continually evaluating the product design</p> <p>Be able to add sew on a button with a loop for fastening. Or sew ribbon for tie fastenings.</p> <p>Identify strengths and weaknesses of their design ideas, with support</p> <p>Year 4</p> <p>Investigate existing products, including drawing them to analyse and understand how they are made</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>Develop prototypes</p> <p>Create a series of different nets accurately and explore how assembling them together can create structure, strength and stability.</p> <p>Improve on existing designs, giving reasons for their choices</p>

		<p>Refine work and techniques as work progresses, continually evaluating the product design</p> <p>Be able to thread a needle, tie a knot in the end to secure and join fabric with a running stitch. (single thread) Begin to tie off at the end to secure stitching.</p> <p>Be able to add fastenings such as a button/Velcro or press stud – as appropriate.</p> <p>Select an appropriate embellishment for a product.</p> <p>Independently identify strengths and weaknesses of their design ideas</p>
<p>Music</p> <p>Year 3</p> <p>To tell a story from a piece of music through movement</p> <p>To create a soundscape using percussion instruments</p> <p>To create a range of sounds to accompany a story</p> <p>To compose and perform a rhythm to accompany a story</p> <p>To compose and notate a short melody to accompany a story</p> <p>Year 4</p> <p>To identify structure and texture in music</p> <p>To use body percussion</p> <p>To create musical rhythms using body percussion</p> <p>To create simple tunes</p> <p>To build and improve a composition</p>	<p>French – ilanguages</p> <p>Year 3</p> <p>Say and respond to bonjour, salut and au revoir, à tout à l’heure and à bientôt</p> <p>Say and respond to Ça va? and Et toi? using très bien, pas très bien and comme ci, comme ça</p> <p>Say and respond to taisez-vous, écoutez, regardez, répétez, levez-vous and asseyez-vous</p> <p>Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent</p> <p>Listen to and understand a simple story</p> <p>Say and respond to un, deux, trois and can form plurals</p> <p>Say and respond to voici and et and form a simple sentence using these words</p> <p>Start to understand the concept of gender and how un and une point to different genders</p> <p>Start to develop memorisation strategies for a foreign language</p> <p>Say je m’appelle and say and respond to et toi?</p> <p>Learn some common French names</p> <p>Say and respond to je suis and form a sentence with the phrase</p> <p>Enjoy a simple Christmas-themed story and learn some vocabulary relating to Christmas</p> <p>Year 4</p> <p>Revise animals & classroom instructions learnt in year three</p> <p>Learn words for four new animals in French</p> <p>Listen to and respond to a French story</p> <p>Learn part of a story using actions to support memorisation</p>	<p>PE – Tag Rugby</p> <p>Pass a rugby ball with accuracy whilst walking</p> <p>Receive a rugby ball whilst walking</p> <p>Run with the ball to advance play.</p> <p>To tag an opponent during a small-sided game.</p> <p>To explore defensive tactics in game situations.</p> <p>To create and apply attacking tactics in game situations.</p> <p>Apply all of the above in 3v3 game situations.</p> <p>PE - Dance</p> <p>Copy and personalize a range movements and body patterns with control</p> <p>Remember a sequence of movements and dance steps</p> <p>Create a sequence with varying levels, speed and direction.</p> <p>Begin to adapt own sequence to make improvements</p> <p>Perform own sequence of movements with precision and control</p> <p>Perform to sound and music with rhythm.</p> <p>PE –Football</p> <p>Dribble the ball with control</p> <p>Dribble the ball to create space</p> <p>Pass the ball over short distances with control</p> <p>Receive the ball over short distances with control</p> <p>Shoot from a short distance with control</p> <p>Tackle/intercept the ball from an opponent and keep control of it.</p> <p>Apply all of the above in small-sided game situations.</p> <p>Introduce officiating.</p> <p>PE –Netball</p> <p>Perform a chest pass with control</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</p> <p>Learn the words grand and petit to describe size & learn five words for facial features</p> <p>Start to recognise the adjective agreement</p> <p>Learn some words for food items in French</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>Learn about some Christmas traditions in France</p>	<p>Receiving passes with confidence</p> <p>Shoot with accuracy at a target</p> <p>To find space and get ready to receive the ball</p> <p>Intercept the ball from an opponent and keep control of it.</p> <p>To explore defensive tactics in game situations.</p> <p>To create and apply attacking tactics in game situations.</p> <p>Apply all of the above in modified game situations.</p>
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