

<p>English Setting description Instruction text Poem Fables Narrative (beginning, middle, end)</p>	<p>Science – Plants identify and describe the functions of different parts of flowering plants explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Science – Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Working scientifically year 3</u> Observe, describe and compare using scientific vocabulary. Group and order observations. Ask scientific questions. Draw simple tables and bar charts. Talk about observations. Find and discuss simple patterns.</p> <p><u>Working scientifically year 4</u> Observe, describe and compare using scientific vocabulary. Group and order observations. Predict what might happen. Measure in standard units. Select equipment. Set up a fair test. Draw tables and bar charts to show results. Explain results. Identify and explain simple trends and patterns.</p>	<p>PSHE – Jigsaw – Dreams and Goals Year 3 Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people’s achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Year 4 Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that hopes and dreams don’t always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment</p>
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Know how to work out the steps they need to take to achieve a goal

Have a positive attitude

Can identify the feeling of disappointment

Be able to cope with disappointment

Can identify what resilience is

Can identify a time when they have felt disappointed
Can talk about their hopes and dreams and the feelings associated with these

Help others to cope with disappointment

Enjoy being part of a group challenge

Can share their success with others

Can store feelings of success (in their internal treasure chest) to be used at another time

Healthy Me

Year 3

Know how exercise affects their bodies

Know that the amount of calories, fat and sugar that they put into their bodies will affect their health

Know that there are different types of drugs

Know that there are things, places and people that can be dangerous

Know when something feels safe or unsafe

Know why their hearts and lungs are such important organs

Know a range of strategies to keep themselves safe

Know that their bodies are complex and need taking care of

Respect their own bodies and appreciate what they do

Can take responsibility for keeping themselves and others safe

Identify how they feel about drugs

Can express how being anxious or scared feels

Able to set themselves a fitness challenge

Recognise what it feels like to make a healthy choice

Year 4

Know that there are leaders and followers in groups

Know the facts about smoking and its effects on health

Know the facts about alcohol and its effects on health, particularly the liver

Know ways to resist when people are putting pressure on them

Know what they think is right and wrong

		<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that they can take on different roles according to the situation</p> <p>Know some of the reasons some people start to smoke</p> <p>Know some of the reasons some people drink alcohol</p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>
<p>Geography</p> <p>Year 3</p> <p>use maps to locate and start to describe countries studied.</p> <p>Use digital maps for different purposes.</p> <p>Describe and understand key aspects of biomes and vegetation belts.</p> <p>Describe and understand key aspects of climate zones.</p> <p>start to understand complex keys, e.g. size of symbol for quantity.</p> <p>Year 4</p> <p>use maps to locate and start to describe countries studied.</p> <p>Use the contents and index of an atlas.</p> <p>Use digital maps for different purposes.</p> <p>Compare the context, purpose and reliability of different photographs.</p> <p>Describe and understand key aspects of biomes and vegetation belts.</p> <p>Describe and understand key aspects of climate zones.</p> <p>use complex keys to build knowledge, e.g. making quantitative estimates based on size of symbol</p>		<p>RE – People who inspire us</p> <p>explain why significant people of faith acted according to their commitments</p> <p>explain how people are inspired by actions of significant people of faith</p> <p>explain the values that motivate people of faith to respond to a cause</p> <p>give reasons why people may choose to make sacrifices to improve the lives of others</p> <p>RE – Easter</p> <p>identify the stories celebrated at festivals from different faiths</p> <p>explain the meaning behind the celebration of festivals and rituals from different faiths</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>Computing</p> <p><u>Animation</u></p> <p>I can create animations of faces to speak in role with more life-like realistic outcomes.</p> <p>I can improve stop motion animation clips with techniques like onion skinning.</p> <p>I can use animation tools in presenting software to create simple animations. (I Can Animate, Chatterpix)</p> <p><u>Sound</u></p> <p>I can create and edit purposeful compositions using music software to create mood or a certain style</p> <p>I can experiment with live loops to create a song.</p> <p><u>Coding</u></p> <p>use 'if' statements to program a maze game</p> <p>use 'if-hit' statements to check if objects have collided</p> <p>Use the above skills to create own game</p> <p><u>Computer Networks</u></p> <p>I understand that computers in a school are connected together in a network</p> <p>I understand why computers are networked</p> <p>I understand the difference between the Internet and the World Wide Web</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>Create printing blocks using a relief or impressed method e.g. carve into potato, soap etc.</p> <p>Make precise repeating patterns using printing.</p> <p>To use one colour to make different tones</p> <p>To use specific colour names e.g. lilac, lime, burgundy</p> <p>To mix variations of the same colour and to use them within one picture/ simple image</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>Create printing blocks using a relief, impressed or raised methods e.g. carve into potato, glue string onto a block.</p> <p>Print with two colour overlays.</p> <p>To use one colour to make as many different tones as possible</p> <p>To use specific colour names e.g. lilac, lime, burgundy</p> <p>To mix variations of the same colour to match a given or selected picture</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>cut, grate, peel, mix, knead ingredients. Measure and weigh ingredients. Follow a recipe. Prepare ingredients hygienically.</p> <p>generic skills – identify strengths and weaknesses and evaluate final product.</p> <p>Year 4</p> <p>cut, grate, peel, mix, knead, rubbing in, beat and fold. Grease and line a tin. Measure and weigh ingredients. Follow a recipe. Prepare ingredients hygienically.</p> <p>generic skills – identify strengths and weaknesses and evaluate final product.</p>
<p>Music - Glockenspiel</p> <p>Year 3</p> <p>play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression</p>	<p>French – ilanguages</p> <p>Year 3</p> <p>Colours</p> <p>Colours and opinions.</p> <p>Word order of adjectives</p> <p>Learn how to pronounce the phoneme ai.</p> <p>Numbers 1-10</p> <p>Numbers and j'ai</p>	<p>PE – Athletics</p> <p>Demonstrate running tall with good balance.</p> <p>Run for increased periods of time (3 minutes).</p> <p>Respond readily to 'On your marks, set, go!'</p> <p>Pass a baton to a partner to switch runner.</p>

<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>Year 4</p> <p>Play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>	<p>Age</p> <p>Definite (le,le,les) and indefinite articles (un,une)</p> <p>Understand and enjoy an Easter-themed story.</p> <p>Year 4</p> <p>Shopping for food and pronunciation</p> <p>Numbers 1-15 revision and months</p> <p>Numbers 1-31 and French maths</p> <p>Dates, birthdays and name days</p> <p>Personal descriptions</p> <p>Personal descriptions 2</p> <p>Celebrity descriptions</p> <p>Be able to memorise part of a story and recite a tongue twister in French.</p> <p>Learn words for family members. Start to recognise different words for 'my' in French.</p>	<p>Demonstrate accuracy in a push throw (chest push).</p> <p>Demonstrate accuracy in pull throw (javelin).</p> <p>Jump from two feet to two feet over a low obstacle in a steady rhythm (speed bounce).</p> <p>Develop standing long jump technique (2 feet to 2 feet).</p> <p>Explore combining a range of jumps (hop, step, jump, sissone and bounce).</p> <p>PE - Gymnastics</p> <p>Copy and personalize movements with symmetry</p> <p>Copy and personalize movements with asymmetry</p> <p>Perform symmetry/asymmetry movements demonstrating flexibility</p> <p>Perform symmetry/asymmetry movements demonstrating strength and technique</p> <p>Perform a sequence of movements with symmetry/asymmetry on floor with precision and control</p> <p>Perform a sequence of movements with symmetry/asymmetry on apparatus with precision and control</p> <p>Begin to adapt own sequence to make improvements</p> <p>PE –OAA</p> <p>Complete simple team building challenges (e.g. the bench challenge) and identify successful strategies.</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>
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		<p>Using an ariel map, create your own simple orienteering course for others to complete. In teams, complete the hoop memory game and suggest ways to improve their team performance.</p> <p>PE –Hockey</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>Combine dribbling and passing</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>
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