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| **Yearly Overview Year 3/4 Cycle B** |

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Topic name** | **Stone Age to Iron Age** | **Volcanoes** | **Healthy me!** | **North America** | **South America** | **Mayans** |
| **Enrichment/**  **School**  **Experiences** | **Harris museum Preston or Museum of Lancashire (History)** |  | **Visit to Morecambe Bay Chowder (English/ DT/ Science)** |  | **Butterfly House** |  |
| **English** | **Ugg: Boy Genius of the Stone Age Raymond Briggs**  *Historical Narrative*  *Discussion- for and against*  **Stig of the Dump**  **Clive Davis**  (use for whole class reading) | **The Pebble in My Pocket**  **Meredith Hooper**  *Explanation*  *Non-chronological report* | **Quill Soup Alan Durant**  *Story set in other countries*  *Instructions-recipes*  **Gorilla**  **Antony Browne**  *Stories by the same Author* (whole class reading)  **Loopy Limericks** (whole class reading)  *Poetry* | **Macavity T.S. Eliot**  *poem by heart for a performance*  **Newspapers**  *Recount*  **Varjak Paw**  **S. F. Said**  *Fantasy story*  (whole class reading) | **The Tin Forest Helen Ward**  *Story with an environmental message*  *Letter of persuasion*  **Into the Forest Antony Browne**  *Stories by the same Author* (whole class reading)  **The Great Kapok Tree**  **Lynne Ward**  **(not in 2024-2025 cycle)** *story with an environmental message* | **The Boy at the Back of the Class**  **Onjali Q. Rauf**  *Author with BAME background*  *Story with issues and dilemmas*  **What is the Sun Wes Magee**  *Metaphor poetry*  **The Chocolate Tree**  **Linda Lowery**  *A Mayan Folktale**(use for WC reading)* |

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| **Maths**  **Year 3** | **Number: Place Value**   * To be able to represent numbers to 100 * To be able to partition and recombine tens and ones to make a total * To recognise hundreds and count objects and numbers in multiples of 100 * To become familiar with numbers up to 1000 * To understand the place value of numbers to 1000 * To understand that a 3-digit number is made up of 100s, 10s and 1s * To be able to estimate, work out and write numbers on a numberline up to 1000 * To be able to find 1, 10 or 100 more or less * To be able to compare objects up to 1000 * To be able to compare numbers up to 1000 * To be able to order numbers up to 1000 * To be able to count in 50s   **Number: Addition and Subtraction**   * To be able to add and subtract multiples of 100 * To add and subtract 1s * To add and subtract 3-digit and 1-digit numbers (not crossing 10) * To be able to add a 2-digit and a 1-digit number (crossing 10) * To be able to add a 3-digit number and a 1-digit number (crossing 10) | * To be able to subtract a 2-digit number from a 3-digit number (crossing 10 or 100) * To be able to add two 3-digit numbers (not crossing 10 or 100) * To be able to add two 3-digit numbers (crossing 10 or 100) * To be able to subtract a 3-digit number from a 3-digit number (no exchange) * To be able to subtract a 3-digit number from a 3-digit number (with exchange) * To estimate answer to calculations * To be able to check answers   **Number: Multiplication and Division A**   * To recognise, make and add equal groups * To understand the relationship between repeated addition and multiplication * To use arrays to see the commutativity of multiplication facts * To solve problems involving the 2 times-table * To solve problems involving the 5 times-table * To divide by sharing objects into equal groups * To divide by making equal groups * To use grouping and sharing to divide by 2 * To use grouping or sharing to divide by 5 * To use grouping or sharing to divide by 10 * To be able to solve problems involving multiplying by 3 * To be able to divide by 3 using grouping or sharing * To apply knowledge of the 3 times table to different contexts * To use knowledge of the 2 times table to multiply by 4 * To be able to divide by 4 using grouping or sharing * To use knowledge of known multiplication tables to develop knowledge of the 4 times-table * To use knowledge of the 4 times table to multiply by 8 * To be able to divide by 8 using grouping or sharing   To use knowledge of known multiplication facts to calculate unknown multiplication facts | **Number: Multiplication and Division B**   * To be able to solve problems involving the 2 times-table * To be able to solve problems involving the 4 times-table * To be able to solve problems involving the 8 times-table * To use knowledge of multiplication and division to compare statements using inequality symbols * To use known multiplication facts to solve other multiplication problems * To multiply a 2-digit number by a 1-digit number using manipulatives * To multiply a 2-digit number by a 1-digit number with exchange * To divide a 2-digit number by a 1-digit number * To divide a 2-digit number by a 1-digit number with a remainder * To be able to use scaling * To be able to work systematically to find all possibilities   **Measurement: Length and Perimeter**   * To be able to use rulers, tape measures, meter sticks and trundle wheels to measure * To be able to measure in centimetres and millimetres * To be able to measure in meters * To know that 100 centimetres is equivalent to 1 meter * To know that 10 millimetres is equivalent to 1 centimetre * To compare the lengths of objects using comparison language and symbols * To compare and order lengths based on measurements in mm, cm and m * To be able to convert measurements to the same unit of length to add more efficiently * To be able to subtract lengths * To be able to measure the perimeter of simple 2-D shapes * To calculate the perimeter of simple 2-D shapes   **Number: Fractions A**   * To be able to make equal parts * To be able to recognise a half * To be able to recognise a quarter * To be able to find a quarter * To be able to recognise a third | **Number: Fractions continued**   * To know that the denominator represents the number of parts that a shape or quantity is split into * To identify unit fractions that have been shaded * To explore the equivalence of two quarters and one half of the same whole * To be able to count in fractions from any number up to 10   **Number: Fractions B**   * To be able to make a whole * To know that a tenth is when one whole is split into 10 equal parts * To count up and down in tenths * To represent tenths as a decimal * To use a numberline to represent fractions beyond one whole * To find a unit fraction of an amount * To solve problems involving fractions * To use manipulatives to explore equivalent fractions * To use numberlines to explore equivalent fractions * To look for patterns with equivalent fractions * To compare unit fractions or fractions with the same denominator * To order unit fractions and fractions with the same denominator * To add two or more fractions with the same denominator * To subtract fractions with the same denominator   **Measurement: Mass and Capacity**   * To be able to compare the mass of different objects * To be able to read a range of scales including scales with missing intervals * To measure the mass of objects and record them as a mixed measurement in kilograms and grams * To use ‘heavier’ and ‘lighter’ to compare mass * To be able to add and subtract mass using a range of mental and written methods * To compare volume using <, > and = * To use litres, millilitres and standard scales to explore capacity * To use ‘full’ and ‘empty’ to compare capacity * To be able to add and subtract volumes and capacities * To learn that temperature is higher when it is warmer   **Consolidation** | **Measurement: Money**   * To count in 1p, 2p, 5p and 10p coins * To be able to count in £1, £2, £5, £10 and £20 * To know the value of each coin and note * To be able to convert between pounds and pence * To be able to add two amounts of money * To be able to use different methods to subtract money * To be able to find change   **Measurement: Time**   * To be able to tell the time to the nearest hour and half hour * To read and draw the times ‘quarter to’ and ‘quarter past’ * To explore years using calendars and investigate the number of days in each month * To know that there are 24 hours in a day * To be able to tell the time to the nearest 5 minutes on an analogue clock * To tell the time to the nearest minute using an analogue clock * To use ‘morning’, ‘afternoon’, ‘a.m.’ and ‘p.m.’ to describe the time of day * To compare analogue and digital clocks * To find the duration of events using both analogue and digital clocks * To compare the durations of time using analogue and digital clocks * To find start and end times to the nearest minute using both analogue and digital times   To measure and compare durations of time in seconds | **Geometry: Properties of Shape**   * To recognise angles as a measurement of a turn * To recognise that a right angle is a quarter turn * To identify whether an angle is greater than or less than a right angle in shapes and turns * To measure and draw straight lines accurately in centimetres and millimetres * To identify and find horizontal and vertical lines in a range of contexts * To identify and find parallel and perpendicular lines in a range of practical contexts * To recognise, describe and draw 2-D shapes accurately * To recognise and describe 3-D shapes in different orientations * To be able to make 3-D shapes using construction materials   **Statistics**   * To know that tally charts can be used as a systematic method of recording data * To draw pictograms where symbols represent 2, 5 or 10 items * To be able to interpret pictograms represented both horizontally and vertically * To be able to read and interpret pictograms including those with half a symbol * To interpret information in pictograms and tally charts in order to construct bar charts * To interpret information from tables to answer one and two-step problems   **Consolidation** |
| **Maths**  **Year 4** | **Number: Place Value**   * To be familiar with numbers up to 1000 * To know that a 3-digit number is made up of 100s, 10s and 1s * To estimate, work out and write numbers on a numberline to 1000 * To be able to round numbers to the nearest 10 * To be able to round numbers to the nearest 100 * To be able to count in 1000s * To represent numbers to 1000 in different ways * To understand that 4-digit numbers are made up of 1000s, 100s, 10s and 1s * To explore how numbers to 1000 can be partitioned * To be able to estimate, label and draw numbers on a numberline to 10,000 * To find 1, 10 or 100 more or less than a given number * To find 1000 more or less than a given number * To be able to compare 4-digit numbers using <, > or = * To be able to order numbers in ascending and descending order * To be able to round numbers to the nearest 1000 * To be able to count in 25s * To develop an understanding of negative numbers on a numberline * To explore Roman Numerals to 100   **Number: Addition and Subtraction**   * To be able to add and subtract 1s, 10s and 100s and 1000s * To be able to add two 3-digit numbers (not crossing 10 or 100) * To be able to add two 4-digit numbers (no exchange) * To be able to add two 3-digit numbers (crossing 10 or 100) * To be able to add two 4-digit numbers (one exchange) * To be able to add two 4-digit numbers (more than one exchange) | **Number: Addition and Subtraction continued**   * To be able to subtract a 3-digit number from a 3-digit number (no exchange) * To be able to subtract two 4-digit numbers (no exchange) * To be able to subtract a 3-digit number from a 3-digit number (with exchange) * To be able to subtract two 4-digit numbers (one exchange) * To be able to subtract two 4-digit numbers (more than one exchange) * To be able to choose an efficient method of subtraction * To be able to estimate answers to calculations * To be able to check strategies   **Area**   * To understand that area is the amount of space taken up by a 2-D shape or surface * To understand that area is measured in squares * To be able to make rectilinear shapes using a given number of squares * To compare the area of rectilinear shapes   **Number: Multiplication and Division**   * To be able to multiply by 10 * To be able to multiply by 100 * To be able to divide by 10 * To be able to divide by 100 * To be able to multiply by 1 and 0 * To be able to divide by 1 * To be able to solve problems involving multiplying by 3 * To be able to divide by 3 by sharing or grouping * To be able to solve problems by multiplying and dividing by 6 * To be able to solve problems by multiplying and dividing by 9 * To be able to solve problems by multiplying and dividing by 7 | **Number: Multiplication and Division**   * To be able to multiply by 11 and 12 * To be able to multiply three one-digit numbers * To be able to multiply numbers mentally * To use informal methods to multiply a two-digit number and a one-digit number * To multiply a two-digit number by a one-digit number using manipulatives * To multiply a two-digit number by a one-digit number using short multiplication * To multiply a three-digit number by a one-digit number * To be able to divide a two-digit number by a one-digit number * To be able to solve division problems with a remainder * To be able to solve problems involving division * To be able to divide a three-digit number by a one-digit number * To work systematically to find all combinations   **Measurement: Length and Perimeter**   * To recognise that 100cm is equivalent to 1 metre * To recognise that 10mm is equivalent to 1cm * To be able to multiply and divide by 1000 to covert between kilometres and metres * To be able to add lengths given in different units of measurement * To use take-away and finding the difference to subtract lengths * To measure the perimeter of simple 2-D shapes * To calculate the perimeter of a rectilinear shape by counting squares on a grid * To calculate the perimeter of rectangles that are not on a square grid * To calculate the perimeter of rectilinear shapes   **Number: Fractions**   * To explain the difference between unit and non-unit fractions * To explore fractions of shapes, quantities and fractions on a numberline * To know that a tenth is when one whole is divided into 10 equal parts * To be able to count up and down in tenths * To investigate and record equivalent fractions * To solve problems involving equivalent fractions | **Number: Fractions**  **Continued**   * To learn about fractions greater than 1 * To be able to count in fractions greater than one * To add two or more fractions with the same denominator * To subtract fractions with the same denominator * To subtract fractions from a whole amount * To find a unit fraction of an amount by dividing an amount into equal groups * To find non-unit fractions of amounts * To solve problems for fractions of a quantity   **Number: Decimals**   * To recognise tenths and hundredths * To recognise tenths as decimals * To represent tenths on a place value grid * To read and represent tenths on a numberline * To divide a 1-digit number by 10 * To divide a 2-digit number by 10 * To understand that hundredths arise from dividing one whole into 100 equal parts * To recognise hundredths as decimals * To represent hundredths on a place value grid * To be able to divide 1 or 2-digits by 100 | **Number (decimals including money)**   * To recognise tens bonds to 100 * To find number bonds to 100 with tens and ones * To make a whole from any number of tenths and hundredths * To make numbers with up to two decimal places * To compare numbers with decimals with up to two decimal places * To be able to order numbers with decimals with up to two decimal places * To be able to round numbers with one decimal place to the nearest whole number * To be able to write halves and quarters as decimals   **Measurement (Money)**   * To develop an understanding of pounds and pence * To compare and order amounts * To be able to round amounts of money written in decimal notation to the nearest pound * To be able to convert between pounds and pence * To be able to add two amounts of money * To be able to subtract amounts of money using different methods * To use a numberline and a part-whole model to subtract to find change * To solve simple problems with money involving all four operations   **Measurement (Time)**   * To be able to tell the time to the nearest 5 minutes on an analogue clock * To be able to tell the time to the nearest minute using an analogue clock * To use ‘morning’, ‘afternoon’, ‘a.m.’ and ‘p.m.’ to describe the time of day * To compare analogue and digital clocks * To be able to convert between hours, minutes and seconds * To know the duration of years, months, weeks and days * To be able to convert between analogue and digital times using a format up to 12 hours   To convert between analogue and digital times using a 24 hour clock  **Consolidation** | **Geometry Properties of shape**   * To recognise angles as a measure of a turn * To recognise that a right angle is a quarter turn * To identify whether an angle is greater than or less than a right angle in shapes and turns * To develop an understanding of obtuse and acute angles by comparing with right angles * To compare and order angles in ascending and descending order * To recognise, describe and draw 2-D shapes accurately * To classify triangles using the names ‘isosceles’, ‘scalene’ and ‘equilateral’ * To name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium * To identify horizontal and vertical lines in a range of contexts * To find and identify lines of symmetry within 2-D shapes * To use knowledge of symmetry to complete 2-D shapes and patterns   **Statistics**   * To know how to use bar charts, pictograms and tables to interpret and present discrete data * To solve comparison, sum and difference problems using discrete data with a range of scales * To read and draw graphs showing continuous data * To solve comparison, sum and difference problems using continuous data with a range of scales   **Geometry:**  **Position and direction**   * To read, write and use pairs of coordinates in the first quadrant * To develop an understanding of coordinates by plotting given points on a 2-D grid * To be able to move shapes and points on a coordinate grid * To describe the movement of shapes and points on a coordinate grid |

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| **Science** | **Rocks**  **Rock Detectives**  Children will establish core knowledge and understanding of rocks, their relationship to soils and how fossils have formed over time. In learning about rocks children will identify and name some rocks, describing and comparing their observable properties. They will identify ways in which rocks are used in the local environment and suggest why the properties of certain rocks make them suitable for particular purposes. In learning about soils children will explore a variety of soils first hand, making the link between soils of different types and the rocks from which they are partly made. They will learn about what happens to cause rocks to break down and become soil particles and about the organic matter that is an essential part of a healthy soil. In learning about fossils children will discover what a fossil is and how they came to be formed from animal and plant remains. | | **Forces and Magnets**  **The Power of Forces**  Children will explore how forces can make objects start to move, speed up, slow down or change direction. They will compare how things move on different surfaces. The children will learn that some forces need contact between two objects, but that magnetic forces can act at a distance. They will identify that magnets attract some materials and not others and that these are known as magnetic materials. They will learn that some metals, but not all, are magnetic and that all non-metals are non-magnetic. The children will discover that magnets have two poles and that two magnets will attract or repel each other, depending on which poles are facing. | **Animals Including Humans**  **Movement and nutrition for the human body**  Children will revisit the importance of eating the right amounts of different types of food, but will extend this knowledge to understand that the food we eat provides us with the nutrition that our bodies require to remain healthy. They will learn about the range of nutrients that humans need to consume in the correct amounts and the role that these nutrients play in keeping our bodies healthy. They will also learn that humans and some other animals have skeletons and muscles for support, protection and movement. | | **Light**  **Can you see me?**  Children will learn about how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night. They will explore what causes a shadow, as well as how the shape and size of a shadow can be affected by its position. The children will learn how exposure to sunlight can cause harm, and about ways by which they can protect themselves. | | **Plants**  **How Does your Garden Grow?**  Children will revise the names of the main parts of a plant (root, stem/trunk, leaf and flower), learning their functions and how these relate to their appearance and structure. They will learn about the absorption and transport of water and nutrients and the role of the leaf in making food for the plant. The children will also learn about the parts of a flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant. | | |
| **History/ Geog** | **Changes in Britain from the Stone Age to the Iron Age:**  The children investigate how palaeontologists and archaeologists find out what the world was like millions of years ago. They’ll discover and explore, early man and Ice Age animals, as well as investigating what life was like in Britain for children from the Stone Age to the Iron Age. | **GEOGRAPHY**  **Y5: Climate Zones** Why does a place’s location in the world affect its climate? How does the shape of the world affect our climate? What on earth is a climate zone? How is the climate in the UK different from that in the tropics?  How does the climate vary around the world?  What is the weather like on a typical day for places in different climate zones?  What is special about each climate zone? | |  | | **GEOGRAPHY**  **North America (Rockies)**  Where is North America and what is it like? Where and what is the United States of America? Can you find a North American country that is closely linked to a country in Europe? What are the Rockies like? What happened when Mount St Helens erupted? Is it ever safe to live near a volcano like Mount St Helens? Which US state would I like to live in and why?  How does New York compare with Lancaster? | **GEOGRAPHY**  **Y5: South America (Brazil and Rio)** Where is South America and what is it like? What time is it in different parts of South America? Why do the UK clocks go one hour forward in Spring? How can French Guiana, in South America, also be part of France? How does Brazil compare with my country? What’s special about Rio de Janeiro? How is my life linked to south-east Brazil? Were the 2016 Olympic Games good for Brazil? | | | **Explore Mayan civilisation**  The children uncover the mysteries of the Mayan civilisation. They start by taking a trip deep into the rainforests of Central America as they explore Mayan ruins and from there embark on a journey that will help them uncover the life, society and civilisation of both ancient and modern Mayan people |
| **Art/DT** | **DT Moving posters**  **Mechanical**   * Develop vocabulary related to the project. * Use mechanical systems such as gears, pulleys, levers and linkages. * Use lolly sticks/card to make levers and linkages. * Use linkages to make movement larger or more varied. | **ART Printing**   * Understand that a printed image is a reversal of the original & experiment with creating own initials or numbers etc * Collect ideas for relief prints in their sketchbooks & select their favourite * Create their own relief printing block using string, straws, draught excluder etc and print onto different coloured papers or backgrounds * Design and print images which use 2 coloured overlays to create eg wrapping paper   To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and | | **DT Pizzas**  **Food and Nutrition**   * generate, develop, model and communicate their ideas through discussion * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand and apply the principles of a healthy and varied diet * know where and how a variety of ingredients are grown, reared, caught and processed. | | **ART Collage**   * To sort collage materials eg magazines, fabric, foils, cellophane, tissue paper, newspaper, tracing paper, crepe paper…etc, * To experiment with cutting paper to achieve different effects such as fringing, curling etc * To create a repeating pattern through folding and cutting paper eg ‘dancing dollies’ (use as borders for displays etc) * To create paper weaving using a range of coloured papers of different widths to create patterns * To record investigations in sketch books * To study the art of photomontage – study David Hockney’s mother. * To create photomontages in the style of David Hockney   To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements | **DT pencil cases**  Textiles  use research and develop design criteria to inform the design of innovative, functional, appealing products that are aimed at particular individuals or groups  select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | **ART 3D & Sculpture**   * To create 2D card models that stand up due to other pieces of card with slots in them which stabilise the model eg birds or letters in a child’s name * To work with air drying clay to create coiled pots by rolling sausages of clay and laying them on top of each other to create walls * To learn how to join clay by using water and cross-hatching areas so that they stick * To design and create simple moulds from modelling medium eg pressing a leaf into plasticine then filling with plaster * To use moulds such as foil pie dishes to create papier mache shapes small plates and bowls, or balloons for piggy banks, plant pots, bottle bases etc   To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements |
| **Computing** | **Using Search Technologies & Word Processing**  To locate information on the search results page.  To use search effectively to find out information.  To assess whether an information source is true and reliable.  To be able to:  \*retrieve saved work  \*locate an image \*copy and paste  \*resize an image  \*position an image  \*change font size  \*change font colour  \*touch type  \*save their work | **Simulations**  To consider what simulations are.  To know that simulations can represent real and imaginary situations.  To explore a simulation.  To analyse and evaluate a simulation. | | **Online Safety**  **4.2** | | **Coding - 2Code B**  To review coding vocabulary.  To use a sketch or storyboard to represent a program design and algorithm.  To use the design to create a program.  To look at the grid that underlies the design and relate this to X and Y properties.  To introduce selection in their programming by using the if command.  To combine a timer in a program with selection  To introduce the If/else statement and use it in a program.  To create a variable.  To explore a flowchart design for a program with an if/else statement.  To create a program which responds to the If/else command, using the value of the variable  To create a program with an object that repeats actions indefinitely.  To use a timer to make characters repeat actions.  To explore the use of the repeat command and how this differs from the timer.  To create a program with a object that repeats actions.  To use the Repeat Until command to make objects repeat actions.  To program an object to respond to user keyboard input  To understand what a variable is in programming.  To use a variable to create a timer.  **Scratch**  for application of coding skills in an alternative program | **Multimedia – Making Music**  To identify and discuss the main elements of music.  To understand and experiment with rhythm and tempo.  To create a melodic phrase.  To electronically compose a piece of music.  **Data –**  **Branching Databases**  To sort objects using just ‘yes’ or ‘no’ questions.  To complete a branching database using 2Question.  To create a branching database of the children’s choice. | | | **Coding**  To identify the objects in a Scratch project (sprites, backdrops).  To recognise that commands are represented as blocks.  To identify that commands have an outcome.  To create a program following a design.  To explain that the objects in my project will respond exactly to the code.  To recognise that a sequence of commands can have an order.  To make design choices for my artwork.  To implement my algorithm as code. |
| **RE**  **Who should we follow?** | **Christianity** (Church)  The Holy Spirit  Gifts of the spirit  Pentecost | **Islam**  The Prophet Muhammed (pbuh)  Zakah | | **Christianity** (Jesus)  Discipleship  Following the example of Jesus  Helping others | | **Christianity** (God)  Prophets  Service to God  Inspirational people | **Sikhism**  Guru Nanak  The 10 gurus  Baisakhi | | | **Hindu dharma**  Religious duty  Hindu scriptures (the Ramayana)  Raksha Bandhan |
| **PSHE** | Positive friendships, including online.  Responding to hurtful behaviour; managing confidentiality; recognising risks online. Sharing images. Respecting differences and similarities; discussing difference sensitively. | | | What makes a community; shared responsibilities. Black Lives Matters.  How data is shared and used.  Making decisions about money; using and keeping money safe. | | | Maintaining a balanced lifestyle; oral hygiene and dental care.  *Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. (Y4 content only)*  Medicines and household products; drugs common to everyday life | | | |
| **PE** | **Invasion Games- Netball**  To demonstrate passing a ball using a bounce pass.  To move into space after passing in a game.  To apply a feint when passing to outwit a defender.  To perform a pass in an invasion game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender. | | **Gymnastics**  To demonstrate travelling actions on feet and hands and feet.  To show balances in front and back support positions.  To demonstrate the dish and arch shape.  To combine travelling, jumping and balancing actions.  To demonstrate basic rolling actions.  To demonstrate balance on one foot and arabesque.  Plan and perform a simple sequence to include travel, rolling, balance and jumping.  To create and demonstrate a gymnastics sequence of 6 actions. | **Dance- Rock and Roll**  To demonstrate shapes as a team using their bodies in interesting ways.  To be able to demonstrate unique movement ideas.  To sequence movement together into a structure.  To create a travelling solo, following a defined pathway.  To effectively use stillness in their performance.  To create a rhythmic circle dance performed in unison.  To demonstrate increased movement ideas and perform with increased confidence and timing in the class circle. | **OAA- team building and Problem Solving**  To demonstrate cooperating and working together as a team to complete challenges.  To cooperate and work together as a team to complete challenges.  To show encouragement and support to team members.  To demonstrate concise instructions  To explain how they worked as a team to solve challenges.  To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. | | **Striking and Fielding- Cricket**  To demonstrate how to throw a ball underarm with some accuracy.  To demonstrate how to strike a ball from a batting tee or drop feed.  To catch a ball in a striking and fielding game.  To demonstrate bowling a ball underarm.  To strike a ball from a bowler, tee or drop feed.  To apply simple tactics in a modified competitive game | | **Athletics**  To explore different running techniques.  To develop jumping actions (two feet to two feet for distance).  To throw for distance using a pull, push and sling throw.  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump.  To perform pull, push and sling throw.  To perform a combination of 5 jumps. | |
| **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | |
| **Music** | Mamma Mia | Stop! | | Lean On Me | | The Blackbird | Bringing us Together | | | Reflect Rewind Replay |
| **MFL** | Instruments | Seasons | | Vegetables | | Ice-Creams | Presenting Myself | | | Goldilocks |