

Summer 2 (Cycle A): Incredible Humans – Ancient to Invictus

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<u>Invictus Games – What are the Invictus Games?</u> <ul style="list-style-type: none"> I know how the Olympic games have changed over time I know key figures relating to different sports I know why the Invictus Games started and who founded them. 	<u>Invictus Games – What are the Invictus Games?</u> <ul style="list-style-type: none"> I can order events chronologically. I can suggest causes and consequences of change over time. I can identify how sports have been adapted.
Art or D&T (A) Phase: 3/4	Pupils should be taught to improve their mastery of art and design techniques and about great artists, architects and designers in history.	<u>Invictus Games - Portraits</u> <ul style="list-style-type: none"> I know how Leonardo da Vinci composed his drawings. I know how Leonardo da Vinci combined different sketching techniques. I know how to sketch. 	<u>Invictus Games - Portraits</u> <ul style="list-style-type: none"> I can use different media to create a sketch. I can analyse artwork. I can create my own sketch using different techniques. I can create my own sketch using different media.
Science (A) Phase: 3/4	Pupils should be taught to recognise that they need light in order to see things and that dark is the absence of light.	<u>Year 3 – Light</u> I know where light comes from. I know how shadows are formed and how they change.	<u>Year 3 – Light</u> <ul style="list-style-type: none"> I can set up a simple fair test. I can make systematic and careful observations. I can use bar charts to record my findings.
Computing (A) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 3 - Multimedia</u> <ul style="list-style-type: none"> I know how to use tools to create different effects. I know how to combine text, graphics and sounds. I know how to make changes to my work. I know how to share my work online. 	<u>Year 3 - Multimedia</u> <ul style="list-style-type: none"> I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. 	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can discuss other people’s performances. I can compose and record the composition. I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres and perform safe self-rescue in different water-based situations. Pupils should be taught to use running, jumping, throwing and catching. Pupils should be taught to play competitive games and apply basic principles suitable for attacking and defending	<u>Year 4 – Swimming</u> <ul style="list-style-type: none"> I know how to stay safe in the water. I know how to swim using a range of strokes. <u>Athletics</u> <ul style="list-style-type: none"> I know how to throw accurately. I know the techniques that help me to run with speed or for distance. I know how to jump with the correct techniques. <u>Games - Rounders</u> <ul style="list-style-type: none"> I know how to strike a ball with control. 	<u>Year 4 – Swimming</u> <ul style="list-style-type: none"> I can enter and leave the water safely. I can swim competently, confidently and proficiently over distance of at least 25m. I can use a range of strokes effectively (for. Example front crawl, back stroke, breast stroke). I can perform safe self-rescue in different water based situations. <u>Athletics</u> <ul style="list-style-type: none"> I can use running, jumping, throwing and catching in isolation and in combination. I can develop flexibility, strength, technique, control and balance. I can enjoy competing. <u>Games - Rounders</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control using a large headed bat/racquet or rounders’ bat.

<p>Religious Ed. (A) Phase: 3/4</p>	<p>Pupils should be taught to explore beliefs about how the universe began and recognise that the Earth is unique.</p>	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I know and can compare different faith beliefs about how the universe began. • I know some reasons why people of faith have a sense of awe and wonder about the Earth. • I know how to explore religious teachings to see how faith members should care for the Earth. • I know how faith members show care for the environment. 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I can express thoughts and beliefs about how the universe began. • I can share feelings about the sense of awe and wonder in the natural world. • I can share thoughts on how and why religions treat the world with respect. • I can show understanding of stewardship and suggest actions everyone can take.
<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 – Changing Me</u></p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • I understand how babies grow and develop in the mother’s uterus. • I understand what a baby needs to live and grow. • I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. • I recognise how I feel about these changes happening to me and know how to cope with those feelings. 	<p><u>Year 3 – Changing Me</u></p> <ul style="list-style-type: none"> • I can express how I feel when I see babies or baby animals. • I can express how I might feel if I had a new baby in my family. • I can identify how boys’ and girls’ bodies change on the outside during this growing up process. • I can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I can start to recognise stereotypical ideas I might have about parenting and family roles. • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know eight colours: azul, rojo, amarillo, verde, de color rosa, marrón, gris, de color naranja • I know how to use soy with a colour. • I know how to give a simple opinion me gusta or detesto about a colour. • I know when to add an -n onto the end of gusta. • I know to use los/las with an animal when giving an opinion about it. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can understand, write and say a sentence describing the colour of an animal using the correct word order. • I can use two different colours and a connective to describe an animal.