#EveryoneALearner
Southwold Primary & Nursery School
'Be all you can be and together we will shine.'

Big Question	What makes us unique?	What is hidden behind the picture?	Can we investigate?	What's between the pages?	How eco-friendly are we?	Where will our future take us?
Values	Tolerance	Diversity	Responsibility	Honesty	Resilience	Curiosity
Key Person (Discuss in hook assembly)	Marcus Rashford	Pablo Picasso Black History Week: Nelson Mandela	Marie Curie	Michael Rosen	Greta Thunberg	Ada Lovelace
Focus Area	**PSHE/PE**	**Art/ History**	**Science**	**English/ D&T**	**Geography**	**Computing**
Subjects Taught	**History**	**History- Black History Week**	**Geography**	**History**	**Geography**	**Geography**

	Music Oak + Maple (Pine cello) **Art** **Science** **Computing** **PSHE** **PE** **RE**	**Music** X - Oak + Maple French. (Pine Cello) **Art** **Science** **Computing** **PSHE** **PE** **RE**	**Music** - Pine. (Oak Cello). Maple French **D&T** **Science** **Computing** **PSHE** **PE** **RE**	**MFL** - Pine + French (different) (Oak – Cello). **D&T** **Science** **Computing** **PSHE** **PE** **RE**	**MFL** - Pine + Oak. (Maple Cello). **D&T** **Science** **Computing** **PSHE** **PE** **RE**	**MFL** Pine + Oak. (Maple Cello). **Art** **Science** **Computing** **PSHE** **PE** **RE**
Outcome	Daily Mile target Whole school unique video	Piece of art with at least one element from Cubism	Science Fair- each class models their experiment and findings	Create a poem with associated pop-up mechanism artwork	Sculpture of an endangered animal using recycled materials	Make a video about our future

| ENGLISH READING | **Year 3 READING**
WORD READING
Phonics and Decoding
• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
• To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
• To apply their growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
Fluency
• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Common Exception words
• To begin to read Y3/Y4 exception words.

READING COMPREHENSION
(Three phase approach – Reading and Writing Sequence)
Comparing, Contrasting and Commenting
• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
• To use appropriate terminology when discussing texts (plot, character, setting).
Words in Context and Authorial Choice
• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
• To discuss authors' choice of words and phrases for effect.
Inference and Prediction
• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
• To justify predictions using evidence from the text.
Poetry and Performance
• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. | **Year 4 READING**
WORD READING
Phonics and Decoding
• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
Fluency
• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Common Exception words
• To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

READING COMPREHENSION
(Three phase approach – Reading and Writing Sequence)
Comparing, Contrasting and Commenting
• To discuss and compare texts from a wide variety of genres and writers.
• To read for a range of purposes.
• To identify themes and conventions in a wide range of books.
• To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).
• To identify how language, structure and presentation contribute to meaning.
• To identify main ideas drawn from more than one paragraph and summarise these.
Words in Context and Authorial Choice
• Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction
• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. |

• To begin to use appropriate intonation and volume when reading aloud. **Non-fiction** • To retrieve and record information from non- fiction texts.	• To justify predictions from details stated and implied. **Poetry and Performance** • To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. **Non-Fiction** • To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

ENGLISH WRITING

| **Year 3 WRITING**
TRANSCRIPTION – SPELLING
Daily RWI Spelling
Phonics and Spelling rules
• To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).
• To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).
• To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).
• To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).
• To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).
• To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).
• To spell words ending with the /zher/ sound
• spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).
• To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).
Common Exception Words
• To spell many of the Y3 and Y4 statutory spelling words correctly.
Prefixes and Suffixes | **Year 4 WRITING**
TRANSCRIPTION – SPELLING
Daily RWI Spelling
Phonics and Spelling rules
• To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).
• To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).
• To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).
• To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).
• To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).
Common Exception Words
• To spell many of the Y3 and Y4 statutory spelling words correctly.
Prefixes and Suffixes
• To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). |

- To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).
- To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.
- To spell words with added suffixes beginning with a vowel (-er/- ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).
- To spell words with added suffixes beginning with a vowel (-er/- ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

Further Spelling Conventions

- To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.
- To use the first two or three letters of a word to check its spelling in a dictionary

TRANSCRIPTION – HANDWRITING

Letter Formation, Placement and Positioning

- To use a neat, joined handwriting style with increasing accuracy and speed.

Joining Letters

- To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

WRITING – COMPOSITION

(Three phase approach – Reading and Writing Sequence)

Planning, Writing and Editing

- To begin to use ideas from their own reading and modelled examples to plan their writing.
- To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
- To begin to organise their writing into paragraphs around a theme.
- To compose and rehearse sentences orally (including dialogue).

Awareness of Audience, Purpose and Structure

- To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).
- To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

Further Spelling Conventions

- To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).
- To use their spelling knowledge to use a dictionary more efficiently.

TRANSCRIPTION – HANDWRITING

Letter Formation, Placement and Positioning

- To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Joining Letters

- To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

WRITING – COMPOSITION

(Three phase approach – Reading and Writing Sequence)

Planning, Writing and Editing

- To compose and rehearse sentences orally (including dialogue), progressively building a varied and
- rich vocabulary and an increasing range of sentence structures.
- To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

Awareness of Audience, Purpose and Structure

- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To make deliberate ambitious word choices to add detail.
- To begin to create settings, characters and plot in narratives.

WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION
Sentence Construction and Tense
- To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use 'a' or 'an' correctly throughout a piece of writing.

Use of Phrases and Clauses
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
- To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Punctuation
- To use the full range of punctuation taught at key stage 1 mostly correctly including:
- capital letters, full stops, question marks and exclamation marks;
- commas to separate lists;
- apostrophes to mark singular possession and contractions.
- To punctuate direct speech accurately, including the use of inverted commas.

Use of Terminology
- To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate
- clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write a range of narratives that are well- structured and well-paced.
- To create detailed settings, characters and plot in narratives to
- engage the reader and to add atmosphere.
- To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear

WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION
Sentence Construction and Tense
- To always maintain an accurate tense throughout a piece of writing.
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

Use of Phrases and Clauses
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

Punctuation
- To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
- To consistently use apostrophes for singular and plural possession.

Use of Terminology
- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

	English Appendix 1 Spelling https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf			**English Appendix 1 Spelling** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/ attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf		
Maths	Year 3 Number- Place Value Count from 0 in multiples of 50 and 100. Count in multiples of 25 and 1000 Recognise the place value of each digit in a 3 digit number. Order and compare numbers to 1000. Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations. Solve number problems involving these ideas. Geometry –properties of shape. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and	Year 3 Number – Multiplication and Division Count from 0 in multiples of 4, 5 and 8 Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Number – Addition and Subtraction Add and subtract numbers mentally, including a three digit number and ones, a three digit number and tens, a three digit number and hundreds.	Year 3 Fractions Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems involving increasingly	Year 3 Number – Multiplication and Division Count from 0 in multiples of 4, 5 and 8 Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Measurement: Money Add and subtract amounts of money to give change using both £ and p in practical contexts. Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Year 3 Fractions Recognise, find and write fractions of a discrete set of objects; unit fractions and non unit fractions with small denominators. Add and subtract fractions with the same denominator or within one whole. Measurement – time Know the number of seconds in a minute and the number	Year 3 Measurement measure, compare, add and subtract lengths (m/cm/mm) mass (kg/g) volume/capacity (l/ml) Measure the perimeter of shapes Geometry: Properties of Shapes Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (How many more? And 'How many fewer?') using information presented in scaled bar charts, pictograms and tables.

	describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Year 4. Number and place value Find 10 or 100 more or less than a given number. Find 1000 more or less than a given number. Recognise the place value of each digit in a 4 digit number. Order and compare numbers to 1000. Order and compare numbers beyond 1000. Solve number problems and practical problems involving these ideas. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers.	Estimate the answer to a calculation and use inverse operations to check answers. Estimate and use inverse operations to check answers to a calculation. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Year 4 Number – Multiplication and Division Count in multiples of 6, 7 and 9 . Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Compare and order unit fractions and fractions with the same denominators. Solve problems that involve all of the above. Number – addition and subtraction add and subtract numbers with up to	Year 4 Recall multiplication and division facts for x tables to 12x12. Use place value known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, multiplying together 3 numbers. Recognise and use factor pairs and commutativity in mental calc. Multiply 2-digit and 3-digit numbers by a one digit number using formal written layout. Solve problems involving multiplication and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Geometry Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with perspective to a given symmetrical line.	of days in each month, year and leap year. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days Compare durations of events (for example to calculate the time taken by particular events or tasks) Year 4 Decimals Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal	Year 4 Decimals – Addition and subtraction Count up and down in hundredths, recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two-digit number by 10 and 100 identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one d.p to the nearest whole number. Compare numbers with the same number of d.p up to two d.p Solve simple measure and money problems involving fractions and decimals to two d.p. Measurement: Time Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Read, write & convert time between analogue and digital 12 and 14 hour clocks.

	Round any number to the nearest 10, 100 or 1000

Round decimals with one decimal place to the nearest whole number.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Geometry – properties of shape
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Multiplying by 0 and 1, dividing by 1, multiplying together three numbers, recognise and use factor pairs and use factor pairs and commutativity in mental calculations.

Addition and subtraction add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Estimate and use inverse operations to check answers to a calc. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. | three digits using formal written columnar methods, estimating the answer and using inverse to check.
Solve problems including missing number problems, using facts, place value and more complex addition and subtraction.

Year 4 - Number – multiplication and division
Write and calculate mathematical statements for multiplication and | | parts and in dividing one-digit numbers or quantities by 10
Count up and down in hundredths ; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Recognise and show, using diagrams, equivalent fractions with small denominators.
Recognise and show, using diagrams, families of | Estimate and read time with increasing accuracy to the nearest minute.

Record and compare time in terms of seconds, minutes and hours.
Convert between different units of measure eg hour to minute.

Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Year 4
Length, perimeter and area
Measure the perimeter of simple 2D shapes.
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Find the area of rectilinear shapes by counting squares.

Co-ordinates
Describe positions on a 2D grid as coordinates in the first quadrant. |

			division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. Multiply two digit and three digit numbers by a one digit number using formal written layout. Recognise and use factor pairs and commutativity in mental calculations.		common equivalent fractions. Measures - Converting units Convert between different units of measure (KM to m, hour to minute) Estimate, compare and calculate different measure including money in pounds and pence. Number – fractions recognise and show using diagrams, families of common equivalent fractions. Solve	Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw sides to complete a given polygon. Statistics Interpret and present data using bar charts, pictograms and tables. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

			<u>Addition and subtraction</u> add and subtract numbers with up to four digits using formal written columnar methods, estimating the answer and using inverse to check. Solve problems including missing number problems, using facts, place value and more complex addition and subtraction. <u>Measurement – length, Perimeter and Area</u>		problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator, recognise and write decimals equivalents to ¼, ½ and ¾	

			Measure, compare, add and subtract: lengths (m/cm/mm) . Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. Convert between different units of measure eg kilometre to metre.		

History	Stone Age to Iron Age	Ancient Greece-		The Tudors		
Historical Timeline up in classroom so each topic can be plotted with children **Taught Vocabulary** Past Present Future Time line Memory Change Old New Time Period Chronological Monarch British History Ancient Influenced Nation Civilisations Expansion Dissolution Societies Empire	Know changes in Britain from the Stone Age to the Iron Age Link to geography looking at local area and comparing changes throughout time (e.g white horse hill, motte and bailey) **Key Questions:** • Was Stone Age man simply a hunter and gatherer, concerned only with survival? • How different was life in the Stone Age when man	A study of Greek Life and achievements and their influence on the Western World **Key Questions:** • When were the ancient Greeks alive and how does this relate to other periods of history? • How can we possibly know so much about the ancient Greeks who lived over 2500 years ago? • What can we work out about everyday life in ancient Athens from the pottery evidence that remains? • Why was the Battle of Marathon such a significant event in ancient Greece? • Why is the Parthenon such a significant site in ancient Greece? • How did the ancient Greek democratic system work and why was it so important? • What was the significance of the ancient Greek Olympics? • What was the significance of theatre in ancient Greece? • What is the legacy of the ancient Greeks on our lives today? **Skills**		The changing powers of monarchs and significant turning point in History **Possible Visit to Holdenby House** **Key Questions:** • Do I know about life in Tudor England? • Can I talk about how artefacts can give us information? • Can I retell the story of the Battle of Bosworth? • Can I explain why the Tudor rose was formed? • Can I talk about the character of King Henry VIII? • Can I list Henry VIII's wives? • Can I name all of Henry VIII's wives and understand their fates? • Can I talk about society in Tudor England? • Can I list all of the Tudor Monarchs? A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066- **Skills**		

Parliament Peasantry Influence Culture Invasion	started to farm? • What can we learn about life in the Stone Age from a study of Skara Brae? • Why is it so difficult to work out why Stonehenge was built? • How much did life really change during the Iron Age and how can we possibly know? **Skills** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends over time and develop appropriate use of historical terms. *Pupils should understand how our knowledge of the past is constructed from a range of sources.* **Knowledge** Ancient Greece- a study of Greek Life and achievements and their influence on the Western World- link to PE and Food		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should note connections, contrasts and trends over time and develop appropriate use of historical terms. **Knowledge** The changing powers of monarchs, using case studies such as John, Anne, Victoria, Elizabeth.		

within and across the periods they study.

Pupils should note connections, contrasts and trends over time and develop appropriate use of historical terms.

Pupils should understand how our knowledge of the past is constructed from a range of sources.

Knowledge
Know changes in Britain from the Stone Age to the Iron Age This could include:
-late Neolithic hunter gatherers and early farmers,

	for example Skara Brae Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture				

Geography **Taught Vocabulary** Compass United Kingdom Scotland Ireland Wales England Climate zones Biomes Vegetation belts Rivers Mountains Volcanoes Earthquakes Water cycle Digital and computer mapping Countries Continents Hills Coasts Land patterns Latitude Longitude Equator Northern hemisphere Southern hemisphere Tropics of Cancer Tropics of Capricorn Artic and Antarctic Circle			**Locational Knowledge** **A study of Stonehenge to fit in with Stone Age to Iron Age** **Skills** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and		**Place Knowledge** **Understand the geographical similarities and differences through the study of a region in a European country (Greece to fit with history topic)** A study of a European country and comparing the different features with our local study. **Skills**	**Geographical Skills and fieldwork Human and physical geography** **Local area study possible study of Bicester or Stratford Upon Avon (Tudors)** **Go for a walk around the local nature reserve Bure Park.** **Location Knowledge – Where are we in this World? Link to Belonging Jeannie Baker book. What is right outside our window?** **Skills** Children to understand the geographical similarities and differences through a study of human and physical geography of a region of the United Kingdom (to compare with a European Country **Knowledge**

The Prime/ Greenwich Meridian and time zones (including day and night)			land-use patterns; and understand how some of these aspects have changed over time **Knowledge** Children should name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and		*Children should use the eight points of the compass, four and six figure grid references, symbols and key (including the Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world.* *Children should use maps, atlases, globes and digital/computer mapping to locate countries and describe*	Children should be able to name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land patterns; and understand how some of these aspects have changed over time Concentrate on their environmental regions, key physical and human characteristics,

| | | | rivers) and land patterns; and understand how some of these aspects have changed over time | | *features studied*

Knowledge
Locate the world's countries, using maps to focus on Europe (including Russia) and North/ South America.

Children should identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and | |

					Antarctic Circle, The Prime/ Greenwich Meridian and time zones (including day and night)	
RE – Y4 **Taught Vocabulary** Beliefs Symbols Rituals Ceremonies Faith Sacred Holy books Islam Muslim Hinduism Pilgrimage Judaism Christianity Prayer Worship	**Christianity** • Can I explain who founded Christianity and where it was founded? • Can I explain the main beliefs of Christianity? • Can I identify Christian special places and explain why they are special? • Can I name and explain the main Christian festivals?	**Sikhism** I can explain who founded Sikhism and where. • I can explain the main beliefs in Sikhism. • I can explain what makes the Gurdwara a special place for Sikhs. • I can name and describe some special Sikh festivals. I can explain what the Sikh holy book is and how it is used I can name and explain the meanings of Sikh symbols	**Buddhism** I can explain who and where Buddhism was founded. I can explain the main beliefs held by Buddhists. I can explain which places are special for Buddhists.	**People of Faith** Malala Yousafzai •Can I retell the story of Malala Yousafzai's life? Dalai Lama • Can I identify the Dalai Lama's beliefs? Rabbi Jonathan Sacks • Can I explore Rabbi Jonathan Sacks' beliefs? Fauja Singh • Can I explain how Fauja Singh's faith helped him? Bear Grylls • Can I discuss what inspiration means?	**Judaism** I can explain who founded Judaism and where. I can explain the main beliefs in Judaism. I can explain which places are special to Jews.	**Food and Fasting** Can I discuss the different ways food is thought about and used in our everyday lives? Can I explore religious rules about food and know what 'kosher' is? Can I explore the different effects of abstaining from something? Can I explore how and why religious believers fast?

			I can explain what happens at the major Buddhist festival. I can explain what the Buddhist holy book is and what is in it. I can name and explain the meaning of Buddhist symbols.	How Do My Beliefs Impact on My Life? • Can I examine the role of beliefs in my life?	I can name the special Jewish festivals. I can explain what the Jewish Holy Book is and how it is used. I can name and explain the meanings of Jewish symbols.	Can I understand how food is used for celebration in religions? Can I apply what I have learnt about the role of food in religions to plan a feast event?
RE	**Skills** Children can: describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books; identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging; look at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and compare beliefs; understand that personal experiences and feelings can influence their attitudes and actions; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences.					

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Explore the work of artists:
To learn about great artists, architects and designers in history
Skills:
Use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and **refer** to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

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Art

Taught Vocabulary

Delicate
Simple
Bold
Thick
Thin
Contrasting
Simple
Dramatic
Rough
Fine
Smooth
Uneven
Swirling
Flowing
Big
Small
Vibrant
Colourful
Bright
Dark
Realistic

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Ensure all chn have a sketch book and A3 wallet

Drawing
(BASED ON THE WORK OF CAROL ANN DUFFY AND NICOLETTA CICCOLI) Illustrator study linked to author

Skills:
Line and Marks- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc…

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Painting:
To improve their mastery of art and design techniques, including painting with a range of materials.

Skills:
Artist Study- painting focus
-Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects
-Work on a range of scales e.g. Thin brushes on small picture etc…
-Create different effects and textures with paint according to what they need for the task

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Collage:
To improve their mastery of art and design techniques with a range of materials – collage.

Skills:
Skills add collage to a painted or printed background;

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Unrealistic Complex Simple Boring Engaging Dull Flat Shapes Lines Sketching Brush Strokes Natural Unnatural Busy Plain	Experiment with different grades of pencil and other implements to create lines and marks Form and shape- Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension Tone- Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way Texture-	Colour- -Mix colours and know which primary colours make secondary colours -Use more specific colour language -Mix and use tints and shades Painting skills Skills: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; Experiment with techniques e.g. layering, mixing Create textured paint by adding sand and water use key vocabulary to demonstrate knowledge and understanding in this strand:	create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Experiment with a		

	Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing Skills: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips Art movement • Short date, no title. • No marking. • Insert at the beginning of every term.	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. Art movement • Short date, no title. • No marking. • Insert at the beginning of every term.	range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary Art movement • Short		

			date, no title. • No marking. • Insert at the beginning of every term.			
DT Data Information Test Construct Production Packaging Label Food Tools				**Technical Knowledge** **Skills:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures;	**Textiles** **Skills** -Use a variety of techniques, e.g. Printing, dyeing,	**Cooking and Nutrition** **(Text link)** **Skills:** start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK,

Technology EnvironmentFibres Energy Efficient Engineer Designer Human Impact Criteria Self- Evaluation Improve Modify Proceedures				understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products.	weaving and stitching to create different textual effects -Match the tool to the material -Develop skills in stitching, cutting and joining Experiment with paste resist range of art and design techniques in using colour, pattern and texture. show pattern by weaving; Match and sort fabrics and threads for colour, texture, length, size and shape	Europe and the wider world; understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; prepare ingredients using appropriate cooking utensils;

						Cut and shape fabric using scissors and snips To develop a wide
Physical Education	**Indoor - Gymnastics Y3 – Twinkl** Develop flexibility, strength, technique, control and balance. Learn and perform a range of jumps, leaps, rolls, lunges into handstands and cartwheels. **Outdoor PE – Y3 Hockey (quick sticks) - Gum shields. PPP** Can begin to use running, jumping, throwing and catching in isolation and in combination. Develop flexibility and control and balance. Can communicate with others during physical activities. Begin to play competitive games and	**Indoor - Gymnastics Y4 – Twinkl** Perform recognisable movements. Describe how their performance has improved. Link a series of different movements. Practise and refine movements independently. **Outdoor PE – Football Y4 (Twinkl)** Keeping control of a ball and moving with a ball. Passing and receiving a ball. Variety of shots such as power and finesse. Using turns to keep possession of a ball. **Oak swimming**	**Indoor – Multi-skills. PPP** Understand , complete tests and keep scores. Balance equipment. Change direction. Co-ordinate body. Balance an object whilst moving. **Outdoor PE – Netball Y4. PPP** Pass a ball keeping elbows in.	**Indoor – Dodgeball. PPP** Use running, jumping, throwing and catching in isolation. Develop flexibility, control and balance. Communicate. Play in competitive games and apply basic principles of attacking. Compare performances. Recognise own successes. **Outdoor – Tag Rugby. PPP** Tag players when moving. Pass ball backwards and sideways with control. Score a try unopposed at speed. Play and acceot rules, competing fairly. **Maple swimming**	**Indoor – Eco-dance. PPP** Use skills in different ways and link to make actions and sequences of movement. Develop flexibility, control and balance. Communic ate. Begin to perform dances using patterns. Compare performanc es.	**Indoor – Tudor dance. PPA group Olympics dance.** Use skills in different ways and link to make actions and sequences of movement. Develop flexibility, control and balance. Communicate. Begin to perform dances using patterns. Compare performances. Recognise own successes. **Outdoor - Athletics Focus:** I can apply ABC's into activities to compete against others and against myself. I can run for speed or distance. I can throw for distance. I can jump for height or distance. I can compete against others.

	apply basic principles suitable for defending.		Perform a stride stop and pivot. Dodge into a space and receive a ball. Mark a partner and keep on balls of feet. Play and accept rules. **Pine swimming**		Recognise own successes. **Outdoor – Tennis Y4. PPP** Move with balance and control when catching a ball. Hit/bounce a ball when moving. Hit a ball using forehand. Hit a ball using back hand. Hit a ball into a target with no bounces before a hit. Rally when playing 1v1.	**NC links:** Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best.
PSHE Y3 (Jigsaw)	**Being me in my world**	**Celebrating differences** I can tell you a time when my first impression of someone changed as I got to know them	**Dreams and Goals**	**Healthy Me** I can recognise when people are putting me under pressure and	**Relations hips** I can explain	**Changing Me** I can identify what I am looking forward to when I am in Year 4/5 I can

	Introduction to the year following Jigsaw handbook. **Taught Vocabulary** Goals self-worth Positivity Challenges Perspectives	I can explain why it is good to accept people for who they are. **Taught Vocabulary** Diverse families Family conflict Child-centred Compliments Witness Solutions	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude. **Taught Vocabulary** Ambitions Enthusiasm Managing feelings Budgeting	can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. **Taught Vocabulary** Food labelling Healthy choices Online safety Offline safety	different points of view on an animal rights issue and express my own opinion and feelings on this. **Taught Vocabulary** Roles Negotiation Diverse lives Impact	reflect on the changes I would like to make when I am in Year 4/5 and can describe how to go about this. **Taught Vocabulary** Internal External Needs

Music **Key Taught Vocabulary** Bar Beat Canon Chant Choir Duet Ensemble Fast Harmony	<u>**Cycle A**</u> **Term 1 – Rock (The Beatles)** **Term 2 – Instrument** **Term 3 – Instrument** ==<u>**Cycle B**</u>== ==**Term 1 – Reggae**== ==**Term 2 – Instrument**== ==**Term 3 – Instrument**== **Reggae – Year ¾ will only plan 1 term of music as 2 of the terms are dedicated to an instrument!** **Music Express and Music Assemblies**

| High
Loud
Low
Melody
Pitch
Pulse
Quiet
Rest
Rhythm
Slow
Tempo
Time
Unison | **Performing**
Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression through:
➢ sing with good diction;
➢ sing in tune songs with a limited range;
➢ sing a song with two or more parts;
➢ perform with expression;
➢ use correct technique to play instruments.

Listening
Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory through:
➢ ==find the beat in a piece of music;==
➢ ==explain the tempo, dynamics and duration of a piece of music;==

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, bbegin to recognise some orchestral instruments in a piece of music through:
➢ recognise a range of music genres;
➢ ==recognise instruments being played in a piece of music;==
➢ ==express their opinion about pieces of music using appropriate musical vocabulary;==
➢ ==discuss similarities and differences in pieces of music.==

Composing
Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music through:
➢ ==compose a tune using eight notes;==
➢ compose music that has a recognisable structure (beginning, middle and end).

Notation
Pupils should be taught to use and understand staff and other musical notations through:
➢ ==recognise crotchets, quavers, semibreves and crotchet rests;==
➢ ==begin to be able to recognise some notes on a treble clef staff.==

Knowledge of Music
Pupils should be taught to develop an understanding of the history of music through:
➢ name some composers and genres of music from different eras. |

| **Computing** | **Y3**
Online Safety | **Y3**
Online Safety
Reinforce SMART rules: 'T.' | **Y3**
Online Safety | **Y3**
Online Safety
Reinforce SMART rules: 'A.' | **Y3**
Online Safety | **Y3**
Online Safety |

Key Taught Vocabulary						
Key Taught Vocabulary Y3: Recognise, use, online communication, Wi-Fi Predict, investigate, decide, evaluate, order Retrieve, recollect, plan Y4: Save, document retrieval, make, input, device Know, use Plan, investigate, decide, evaluate, identify, improve, digital content data	**Reinforce SMART rules: 'S.'** **Self-Image and Identity** I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g., gaming; using an avatar; social media) and why. **Privacy and security** I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others **(IT) Multimedia: Desktop publishing (2Publish/ Adobe Spark)**	**Online Bullying** I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support **(DL) Technology in our lives Computing systems & networks: Connecting Computers** To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network **Y4** **Online Safety** **Reinforce SMART rules: 'T.'** **Online Bullying** I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). **(DL) Technology in our lives Computing systems & Networks: The Internet**	**Reinforce SMART rules: 'M.'** **Online Reputation** I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. **(CS) Programming Sequence in sounds (Scratch)** To explore a new	**Health, well-being and lifestyle** I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g., age restricted gaming or web sites). **Copyright & Ownership** I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. **(IT) Multimedia: Stop-frame animation (2Animate/iMotion)** To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation **Y4** **Online Safety** **Reinforce SMART rules: 'A.'** **Health, well-being and lifestyle**	**Reinforce SMART rules: 'R.'** **Online Relationship** I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change	**Managing Online Information** I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g., in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g., monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried, or frightened **(CS) Programming: Events & actions (Scratch)** To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program

To recognise how text and images convey information
To recognise that text and layout can be edited
To choose appropriate page settings
To add content to a desktop publishing publication
To consider how different layouts can suit different purposes
To consider the benefits of desktop publishing

Y4
Online Safety
Reinforce SMART rules: 'S.'
Self-Image & Identity
I can explain how my online identity can be different to my offline identity.
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Privacy and security
I can describe strategies for keeping personal

To describe how networks physically connect to other networks
To recognise how networked devices make up the internet
To outline how websites can be shared via the World Wide Web
To describe how content can be added and accessed on the World Wide Web
To recognise how the content of the WWW is created by people
To evaluate the consequences of unreliable content

programming environment
I can identify that each sprite is controlled by the commands I choose
To explain that a program has a start
To recognise that a sequence of commands can have an order
To change the appearance of my project
To create a project from a task description

Y4
Online Safety
Reinforce SMART rules: 'M.'
Online Reputation
I can describe how to find out information about others

I can explain how using technology can be a distraction from other things, in both a positive and negative way.
I can identify times or situations when someone may need to limit the amount of time, they use technology e.g. I can suggest strategies to help with limiting this time.
Copyright & Ownership
When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
I can give some simple examples of content which I must not use without permission from the owner, e.g., videos, music, images.

(IT) Multimedia: Audio Editing (2Sequence/ Audacity/ Busy Beat)
To identify that sound can be digitally recorded
To use a digital device to record sound:
To explain that a digital recording is stored as a file
To explain that audio can be changed through editing
To show that different types of audio can be combined and played together
To evaluate editing choices made

their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
I can explain how someone's feelings can be hurt by what is said or written online.
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos..
(IT) Handling Data: Branching databases (2Question / 2Data)
To create questions with yes/no answers (Guess Who)

To design and create a maze-based challenge

Y4
Online Safety
Copyright & ownership
I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them

	information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g., adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent **(IT) Multimedia: Photo Editing (Paint.net)** To explain that digital images can be change To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image		by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. **(CS) Programming: Repetition in shapes (2Logo)** To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a program into parts		To identify the object attributes needed to collect relevant data To create a branching database To identify objects using a branching database To explain why it is helpful for a database to be well structured To compare the information shown in a pictogram with a branching database **Y4** **Online Safety** **Reinforce SMART rules: 'R.'** **Online Relationships** I can describe strategies for safe and fun experiences	online to pretend something is true when it isn't. **(CS) Programming: Repetition in Games (Scratch)** To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition

			To create a program that uses count-controlled loops to produce a given outcome		in a range of online social environments (e.g., livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings, and beliefs. **(IT) Handling Data (Data Loggers/ Google Science Journal)**

					To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions	
Modern Foreign Languages	Pupils should be taught to: ☐ listen attentively to spoken language and show understanding by joining in and responding ☐ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*					

	☐ speak in sentences, using familiar vocabulary, phrases and basic language structures ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ☐ present ideas and information orally to a range of audiences* ☐ read carefully and show understanding of words, phrases and simple writing ☐ appreciate stories, songs, poems and rhymes in the language ☐ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ☐ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ☐ describe people, places, things and actions orally* and in writing ☐ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
	Cities in France (living/visiting)	Celebrations (Christmas)	Preferences			
Science	**States of matter Y3** • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in	**Rocks Y3** • 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.	**Electricity Y4** • identify common appliances that run on electricity • construct a simple series electrical circuit,	**Sound Y3** • 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	**Living things and their habitats Y4** • recognise that living things can be grouped in a variety of ways • explore and	**Animals including humans Y4** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.

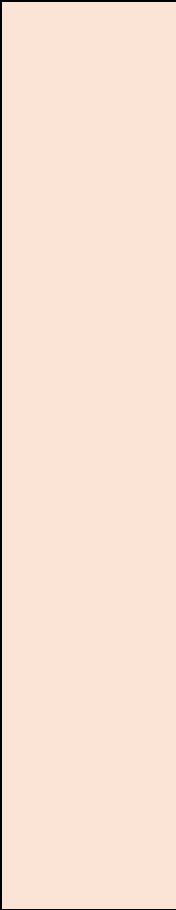|				
	degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or	• recognise that sounds get fainter as the distance from the sound source increases.	use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this

		not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple		can sometimes pose dangers to living things.	

		series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. .			
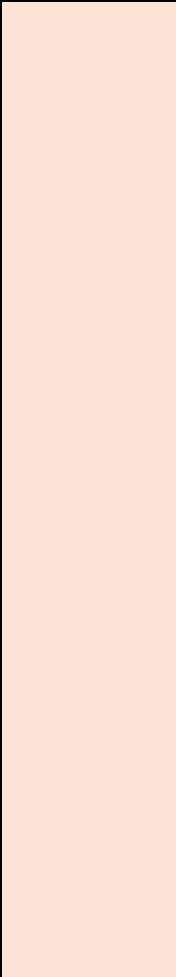
Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge at Lower Key Stage 2.

Trips	Christmas Carols		Holdenby House	Residential to Hill End