	Pine Class- Year 3/4 Year A-2019-2020		
	The UK (and locality)	**It`s all Greek to me! Ancient Greece**	**Somewhere to settle (Local area)**
Visits	Visit: Wimpole	Visit: British Museum	Visit: Fitzwilliam Museum
English Genres	Mystery (Fiction) Persuasive Texts (Non-Fiction) Classic poems (poetry) Sci-fiction/adventure (fiction)		
English Texts, including daily reading by CT	The mystery of the man with the black beard by Gillian Cross Alex Rider Stormbreaker by Anthony Horowitz Selected poems by Walter de la Mare Alien Encounter – Pie Corbett		
Outdoor learning opportunities	Clunch Pit (Young Uns) Science – sound (string telephones) Geog – mapping our school grounds Maths hunt/problem solving		
Vocabulary	• river • mountain • country • city • county • region • county • town • village		

Maths	Daily Fluency 	Daily Fluency 	Daily Fluency
History	Linked to Young Un`s- Clunch Pit work Remembrance Black History-Black Musicians	History tracking Y3 and Y4 Strand Chronological knowledge and understanding 1ai Name and date significant events studied and place on a timeline. Year 3 1aii Understand that timelines can be divided into BCE (Before Christian Era) and AD/CE (Christian Era). Year 3 1ai Name and date significant events studied and place on a timeline with increasing accuracy. Year 4 Characteristic features of periods 1b Note connections, contrasts and trends over time. Year 3 1b Note connections, contrasts and trends over time. Year 4 Historical terms 2 Decade, century, BC/BCE, AD/CE. Year 3 Era, period, development, change. Year 4 Using evidence 3ai Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. Year 3 3aii Ask and answer questions such as "How did people…?", "What did people do that for?" 3aiii Choose sources of evidence from a given selection to help answer questions. Year 3	History of the local area?

		3ai Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. Year 4 3aii Ask and answer historical enquiry questions, showing understanding that there might be more than one answer. Year 4 3aiii Understand the difference between primary and secondary sources of evidence Year 4. 3aiv Choose sources of evidence to answer questions. Year 4 Communicating ideas. 3bi Present findings about the past using speech, writing, IT, drama and drawing skills. 3bii Discuss different ways of presenting information for different purposes. Year 3 3bi Present findings about the past using speech, writing, data handling, IT, drama and drawing skills. Year 4 3bii Discuss the most appropriate way to present specific information. Year 4 Interpretations of history 4 Look at two accounts of the same event and identify differences. Suggest why there might be these differences. Year 3 4 Look at different versions of the same event and give evidence-based reasons for why there are differences. Year 4 Continuity and change 5a Describe changes that occurred within a historical period studied and note aspects that did not change. Year 3 5a Describe changes that occurred within and across historical periods studied and note aspects that did not change. Year 4 Cause and consequence	

		5b Identify and giver reasons for an historical change or event. Year 3 5b Identify and give reasons for and results of an historical event or change. Year 4 Similarity and difference (diversity) 5c Describe similarities and differences between people, events or beliefs during periods studied. Year 3 5c Identify some social, religious, cultural and ethnic similarities and differences between people during periods studied. Year 4 Significance 5d Identify historically significant people and events in situations. Year 3 5d Identify historically significant people and events in situations. Year 4	
Geography	Geography tracking Y3 and Y4 Strand Locational knowledge -Describe where the UK is located and name and locate some of the major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the name of nearby counties. Year 3 -Locate and describe some humans and physical characteristics of the UK eg main rivers and cities. Year 3 - Describe where the UK is located and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). Year 4 -Locate and describe several contrasting environments. Year 4 Place knowledge		Geography tracking Y3 and Y4 Strand Locational knowledge -Locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state, city. Year 3 -Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. Year 3 -Locate most countries in Europe and North and South America on a map or atlas. Explain and illustrate, with examples, continent, country, state, city. Year 4 -Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian including day and night. Year 4 Place knowledge

	-Understand the physical and human geography of the UK and its contrasting human and physical environments. -Explain why some regions are different from others. Year 3 -Understand how physical processes can cause hazards to people. -Describe some advantages of living in hazard prone areas. Year 3 -Have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. Year 4 -Explain why some regions are different from others and give reasons why some are similar. Year 4 -Offer reasons why physical processes can cause hazards to people. Year 4 -Offer explanations for the advantages and disadvantages of living in hazard prone areas. Year 4 Human and physical geography -Describe a river and a mountain environment in the UK, using appropriate geographical vocabulary. Year 3 -Describe the water cycle in sequence and name some of the processes associate with rivers and mountains. Year 3 -Describe and name the key landscape features of river and mountain environments in the UK. Year 4 -Explain the water cycle in appropriate geographical vocabulary and describe some of the processes associated with rivers and mountains. Year 4 Geographical skills and fieldwork		-Describe and compare similarities and differences between some regions in North or South America and in Europe. Year 3 -Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. Year 3 --Offer explanations for the similarities and differences between some regions in Europe and North or South America. Year 4 -Understand how the human and physical characteristics are connected for more than one region in Europe and North or South America. Year 4 Human and physical geography -Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Year 3 -Use simple geographical vocabulary to describe significant physical features and talk about how they change. Year 3 -Identify and sequence a range of settlement sizes from a village to a city. Year 3 -Describe the characteristics of settlements with different functions eg coastal towns. - Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. Year 3 -Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Year 4 -Understand the relationship between climate and vegetation. Year 4 -Describe several physical features and how they change. Year 4

	-Use a map or atlas to locate some countries and cities in Europe or North and South America. Year 3 -Use a map to locate the UK and locate some major urban areas; locate where they live in the UK. Year 3 -Use four-figure grid references. -Give direction instructions using eight compass directions. Year 3 -Present information gathered in field work using simple graphs. Year 3 -In a group, carry out fieldwork in the local area selecting appropriate techniques. Year 3 - Use an atlas to locate many countries, cities and key features in Europe, North and South America. Year 4 -Use an atlas to name and locate a range of cities and counties in the UK. Year 4 -Know that six-figure grid references can help you find a place more accurately than a four-figure grid reference. Year 4 -Plan a fieldwork investigation in the local area selecting appropriate techniques. Year 4 Linked to Young Un`s- Clunch Pit work		-Describe the distinctive characteristics of settlements with different functions and different sizes eg coastal towns Year 4 -Describe the main land uses within urban areas and the activities that take place there. Year 4 -Describe the key characteristics of rural areas. Year 4 Geographical skills and fieldwork -Adeptly use large-scale maps outside. -Make a map of a short route with features in the correct order and in the correct place. Year 3 -Make a simple scale plan of a room. Year 3 -Use the zoom function of a digital map to locate places. Year 3 -Use the scale bar or 1km grid to estimate distance. Year 4 -Recognise patterns on maps and begin to explain what they show. Year 4
Science	Working scientifically: -raise their own relevant questions about the world around them - should be given a range of scientific experiences including different types of science enquiries to answer questions -Set up simple practical enquiries, comparative and fair tests -recognise when a simple fair test is necessary and help to decide how to set it up	Working scientifically: - raise their own relevant questions about the world around them should be given a range of scientific experiences including different types of science enquiries to answer questions -start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions -Set up simple practical enquiries, comparative and fair tests	Working scientifically: - raise their own relevant questions about the world around them - should be given a range of scientific experiences including different types of science enquiries to answer questions -start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions -Set up simple practical enquiries, comparative and fair tests

	talk about criteria for grouping, sorting and classifying; and use simple keys -make systematic and careful observations help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. **Sound (Y4)** - 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 - recognise that sounds get fainter as the distance from the sound source increases and say which part of the body is associated with each sense Year 4 **Animals, including humans (Y3)** - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	-recognise when a simple fair test is necessary and help to decide how to set it up -recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations -make systematic and careful observations help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. -use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions -with support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. **Light (Y3)** - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes	-recognise when a simple fair test is necessary and help to decide how to set it up -recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations -make systematic and careful observations -help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used -take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately -collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data -with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. -use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions -with support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. **Electricity (Y4)** - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

	- identify that humans and some other animals have skeletons and muscles for support, protection and movement	- recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change **Forces and Magnets (Y3)** - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing	- identify whether or not a lamp will light in a simple series circuit, based on whether or 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 circuit - recognise some common conductors and insulators, and associate metals with being good conductors
Computing	E-safety: Google Share with care Digital Literacy: Research and develop a topic **Year 3** **E-Safety** Use technology safely and respectfully, keeping personal information private. Use technology safely and recognize acceptable and unacceptable behaviour. **Computers** Recognise familiar forms of input and output devices and how they are used.	Coding: Interactive – LEGO Programming Coding: Animations – Space **Year 3** **E-Safety** Use technology safely and respectfully, keeping personal information private. Use technology safely and recognize acceptable and unacceptable behaviour. **Computers** Recognise familiar forms of input and output devices and how they are used.	Digital Literacy: Childnet video competition Coding: project **Year 3** **E-Safety** Use technology safely and respectfully, keeping personal information private. Use technology safely and recognize acceptable and unacceptable behaviour. **Computers** Recognise familiar forms of input and output devices and how they are used.

	Make efficient use of familiar forms of input and output devices. **Networks** Understand that computer networks enable the sharing of data and information. Understand that the internet is a large network of computers and that information can be shared between computers. **Using Computer** With support, select and use a variety of software to accomplish goals. **Coding** Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how some simple algorithms work. **Net Searching** Use simple search technologies. Use simple search technologies and recognize that some sources are more reliable than others. **Year 4** **E-Safety** Use technology responsibly and understand that communication online may be seen by other people. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. **Computers**	Make efficient use of familiar forms of input and output devices. **Networks** Understand that computer networks enable the sharing of data and information. Understand that the internet is a large network of computers and that information can be shared between computers. **Using Computer** With support, select and use a variety of software to accomplish goals. **Coding** Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how some simple algorithms work. **Net Searching** Use simple search technologies. Use simple search technologies and recognize that some sources are more reliable than others. **Year 4** **E-Safety** Use technology responsibly and understand that communication online may be seen by other people. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. **Computers**	Make efficient use of familiar forms of input and output devices. **Networks** Understand that computer networks enable the sharing of data and information. Understand that the internet is a large network of computers and that information can be shared between computers. **Using Computer** With support, select and use a variety of software to accomplish goals. **Coding** Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how some simple algorithms work. **Net Searching** Use simple search technologies. Use simple search technologies and recognize that some sources are more reliable than others. **Year 4** **E-Safety** Use technology responsibly and understand that communication online may be seen by other people. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. **Computers**

	Use other input devices such as cameras or sensors. **Networks** Understand what servers are an how they provide services to a network. **Using Computer** With support, select and use a variety of software on a range of digital devices. With support, select, use and combine a variety of software on a range of digital devices to accomplish given goals. **Coding** Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish given goals. **Net Searching** Understand how results are selected and ranked by search engines.	Use other input devices such as cameras or sensors. **Networks** Understand what servers are an how they provide services to a network. **Using Computer** With support, select and use a variety of software on a range of digital devices. With support, select, use and combine a variety of software on a range of digital devices to accomplish given goals. **Coding** Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish given goals. **Net Searching** Understand how results are selected and ranked by search engines.	Use other input devices such as cameras or sensors. **Networks** Understand what servers are an how they provide services to a network. **Using Computer** With support, select and use a variety of software on a range of digital devices. With support, select, use and combine a variety of software on a range of digital devices to accomplish given goals. **Coding** Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish given goals. **Net Searching** Understand how results are selected and ranked by search engines.
RE	Words of Wisdom: What can we learn from reflecting on Christian, Sikh and Muslim wisdom? adapted NORTHAMPTON What was Muhammads life like? HGFL p149 Begin to describe what a believer might learn from a religious story. Start to describe some of the things that are the same and different for religious people.	JESUS THROUGH ART. How is Christ portrayed? SWINDON Peace: Why should we give it a chance? NORTHAMPTON Bishop Stephen Lent Challenge	HOW DO JEWISH FAMILIES CELEBRATE KEY MOMENTS IN THEIR LIFE JOURNEY? How do Christians show that 'reconciliation' with God and other people is important? Diocese of St Edmunsbury and Ipswich

	Use religious words related to the topic to describe some of the different ways in which people show their beliefs. Begin to compare some of the things that influence me with those that influence other people. Start to ask important questions about life and compare my ideas with those of other people. Link things that are important to me and other people with the way I think and behave.(Y3) Describe what a believer might learn from a religious story. Describe some of the things that are the same and different for religious people. Use religious words to describe some of the different ways in which people show their beliefs. Compare some of the things that influence me with those that influence other people. Ask important questions about life and compare my ideas with those of other people. Link things that are important to me and other people with the way I think and behave.(Y4)		
Art	AUT 1- Can we change places? (Sculpture) Children are inspired by the outside area to produce a sculpture for an area around school. Develop ideas from starting points across the curriculum Adapt and refine ideas as they progress, never being afraid to rework ideas. Comment on each other's artworks using visual language.	SPR 1-(Sculpture) – We take inspiration from the 2d and 3d artwork of the Ancient Greeks looking at artefacts from the period. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials. Add materials to provide interesting detail.	SUMM1 –(Painting and DT) We create a picture and its integral frame based on a painter from a chosen country. Use a variety of brush shapes for mark making Mix colours effectively Use watercolour Experiment to create mood with colour. Experiment with composition Continue to change work to produce aesthetically Pleasing results

	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Year 3 Experiment with different materials to create a range of effects and use these techniques in a completed piece of work. Year 3 Explain likes and dislikes of artist's work. Year 3 Know about some of the great artists, architects and designers in history and describe their work Year 3 Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Year 4 Use taught technical skills to adapt and improve work. Year 4 Articulate how to improve their work using technical terms and reasons as a matter of routine. Year 4 Describe some of the key ideas, techniques and working practices of artists, architects and designers studied Year 4 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials. Add materials to provide interesting detail. Compare and recreate forms of natural and manmade objects Year 3 Plan a sculpture through drawing and other preparatory work. Year 4 AUT 2 JOURNEYS (Collage) Looking at maps and journeys to school and the locality	Compare and recreate forms of natural and manmade objects Year 3 Plan a sculpture through drawing and other preparatory work. Year 4	SUMM2- (Weave) We take inspiration from a book or poem studied and create a weave to show narrative

	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Student is able to create a collage using overlapping and layering Year 3		
DT	Cooking-making cakes for Macmillan coffee morning-linked to maths-weighing? - Talk about the different food groups and name food from each group - Understand that food has to be grown, farmed or caught in Europe and the wider world? - Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Year 3 - Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active - Understand seasonality and the advantages of eating seasonal and locally produced food ? - Read and follow recipes which involve several processes, skills and techniques. Year 4	SPR2- (DT MECHANISMS) We look at creating a simple popup book based on a Greek myth - Use knowledge of existing products to design his/her own functional product - Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes - Safely measure, mark out, cut, assemble and join with some accuracy - Investigate and analyse existing products and those he/she has made, considering a wide range of factors - Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. Year 3 - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience - Create designs using exploded diagrams - Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks - Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them - Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user	SUMM1 –(Painting and DT) We create a picture and its integral frame based on a painter from a chosen country. Use a variety of brush shapes for mark making Mix colours effectively Use watercolour Experiment to create mood with colour. Experiment with composition Continue to change work to produce aesthetically Pleasing results - Use knowledge of existing products to design his/her own functional product - Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes - Safely measure, mark out, cut, assemble and join with some accuracy - Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them - Investigate and analyse existing products and those he/she has made, considering a wide range of factors - Strengthen frames using diagonal struts - Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. Year 3 - Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience

		- Understand and use electrical systems in products? Year 4	- Create designs using exploded diagrams - Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks - Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them - Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user Year 4
PE	Games – Ball on the ground (JH) Games Invasion (JS) Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. Year 3 Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together *e.g. dribbling, bouncing, kicking* Uses skills with co-ordination, control and fluency.	Dance – Machines (JH) Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. Year 3 Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. Year 4 Invasion Games /Net and Wall (JS)	Athletics – Challenges (year 4 unit) (JH)/ (JS) Beginning to run at speeds appropriate for the distance *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Year 3 Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Year 4 Striking and Fielding (JS) Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations.

	Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Year 4 Gymnastics – Hand apparatus (JH) Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. Year 3 Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together *e.g. dribbling, bouncing, kicking* Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Year 4 Gymnastics – Rotation (JH) Applies compositional ideas independently and with others to create a sequence.	Uses skills with co-ordination and control. Develops own rules for new games. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. Year 3 Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together *e.g. dribbling, bouncing, kicking* Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Year 4 OAA – Blindfold activities (JH) Develops listening skills. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group.

	Beginning to develop good technique when travelling, balancing, using equipment etc Year 3 Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. Year 4	Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc Year 3 Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. Year 4	Demonstrates an understanding of how to stay safe. Year 3 Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Year 4
PSHE	**Myself and My Relationships 9(Y3/4): Beginning and Belonging** (NB) be able to contribute ideas to discussions about ground rules for the class, and to	Citizenship 6(Y3/4): Working Together (GFG) Economic Wellbeing 2 (Y3/4): Financial Capability Healthy and Safer Lifestyles 15(Y3/4):	Healthy and Safer Lifestyles 12(Y3/4): Safety Contexts Healthy and Safer Lifestyles 13(Y3/4): Sex and Relationships Education Healthy and Safer Lifestyles 16(Y3/4):

	take an active part in activities to help build cooperative relationships in the class. • be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. • be able to identify people at home, at school and in other contexts of their lives to include in their support networks. • know how they can access support and some ways they can help other people. **Myself and My Relationships 10(Y3/4):** **My Emotions (GTBM)** be able to recognise and communicate how they are feeling. • be able to recognise and describe feelings in others, using non verbal as well as spoken cues. • have developed some strategies to deal with their own strong emotions and with feeling overwhelmed. • know that there is a link between thoughts, feelings and behaviour. • understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. • have developed some understanding of the 'fight or flight' response and how this can affect behaviour. • begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem.	Drug Education Life Sciences Bus	Personal Safety Kids in charge

	• know what it feels and looks like to be assertive and when it might be appropriate. **Myself and My Relationships 12(Y3/4):** **Anti-bullying (SNTB)** understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. • understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life. • be able to describe the feelings of those involved in bullying including those who bully others. • be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. • be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur. Anti-bullying workshops- Divergent Drama Careers week		
Music	Sounds (Musical Focus: Exploring sounds) Environment (Musical Focus: Composition) Linked to Young Un`s- Clunch Pit work Play and perform Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated	In the past (Musical Focus: Pitch) Time (Musical Focus: Beat) Use and understand some musical notation Learn to read music during recorder lessons. Use Staff and musical notation when composing work. Know how many beats in a minim,	Singing Spanish (Musical Focus: Pitch) Poetry (Musical Focus: Performance)

	patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.(Y3) Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.(Y4) Appreciate and understand a wide range of live and recorded music Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music(Y3) Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.(Y4) Develop an understanding of the history of music Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.(Y3)	crotchet and semibreve and I recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music (Y4)	

	Understand that the sense of occasion affects the performance. Combine sounds expressively(Y4)		
MFL	**Spanish** Greetings and introducing myself (Name, Age, How I feel) Classroom objects Numbers Classroom language Colours (Y3) Introducing myself Celebrations – Numbers, dates and birthdays Classroom language Colours Shapes (Y4) Listen and understand a few familiar spoken words and short phrases, spoken slowly and clearly. Repeat familiar words and short simple phrases, using understandable pronunciation and respond to questions in Spanish. Read some familiar written words and short phrases. Use the visual cues and context to follow the gist of a short text. Write some single words from memory, with plausible spelling. Use a model to write a few sentences. Use indefinite articles in the singular with masculine and feminine nouns. Use the high-frequency verb forms (I have, it is, there is/are). Use songs, stories and rhymes to help learn new vocabulary. Listen, understand and respond to a range of familiar spoken words and short phrases. Speak with another person to answer simple pre-learned questions from memory and give information (eg say short pre-prepared phrases on a familiar topic), with secure pronunciation. Read	TBA	TBA

	and understand a range of familiar written phrases. Write simple words and several short phrases from memory with understandable spelling. Use indefinite and definite articles with singular and plural nouns. Use prepositions of place and sequencers. Use songs, stories and rhymes to help learn new vocabulary. Use a vocabulary list to find words I do not know.		

Green – Year 3

Blue- year 4