

St. Werburgh's C.E. Primary School

Lower Key Stage 2 Wider Curriculum Overview

	Autumn	Spring	Summer
History	<p><u>Year 3:</u> Stone-Age What was new about the Stone Age?</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. <p><u>Year 4:</u> <i>The achievements of the earliest civilisations</i> The Ancient Egyptians</p> <ul style="list-style-type: none"> • <i>study the achievements of the earliest civilisations</i> • <i>develop a chronologically secure knowledge and understand of British, local and world history</i> • <i>note connections, contrasts and trends over time</i> • <i>develop the use of historical terms</i> • <i>understand how our knowledge of the past is constructed from a range of sources</i> • <i>address and devise historically valid questions about similarity, difference and significance</i> • <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i> 	<p><u>Year 3:</u> The Bronze Age and The Iron Age What was the most impressive the Bronze Age or the Iron Age.</p> <ul style="list-style-type: none"> • <i>use common words and phrases relating to the passing of time</i> • <i>develop a chronologically secure knowledge and understanding of British history</i> • <i>address historically valid questions about change, similarity and difference</i> • <i>develop the use of historical terms</i> • <i>understand how our knowledge of the past is constructed from a range of sources</i> • <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information</i> • <i>address historically valid questions about trends and significance.</i> <p><u>Year 4:</u> The Roman Empire and its impact on Britain Roman Britain</p> <ul style="list-style-type: none"> • <i>develop a chronologically secure knowledge and understanding of British history</i> • <i>address historically valid questions about change, cause and significance</i> • <i>construct informed responses that involve the thoughtful selection and organization of historical information</i> • <i>understand how our knowledge of the past is constructed from a range of sources</i> • <i>note connections, contrasts and trends over time and develop the appropriate use of historical terms</i> • <i>address and devise historically valid questions about similarity and difference.</i> 	<p><u>Year 3:</u> Local History Why should we preserve our locality?</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources. <p><u>Year 4:</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Crime and Punishment</p> <ul style="list-style-type: none"> • <i>develop a chronologically secure knowledge and understanding of British history</i> • <i>establish clear narratives over periods of study</i> • <i>note connections, contrasts and trends over time and develop the use of historical terms</i> • <i>understand how our knowledge of the past is constructed from a range of sources</i> • <i>address historically valid questions about continuity, and change and cause</i> • <i>address and devise historically valid questions about continuity and change, similarity and difference, and significance</i> • <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>

<p>Geography</p>	<p>Year 3: Climate and Weather</p> <ul style="list-style-type: none"> locate some of the world's climate zones on a globe or map, name examples and have some understanding of them extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations describe and give examples of the variety of biomes and vegetation belts use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts identify the world's hottest, coldest, wettest and driest locations <p>Year 4: The Americas</p> <ul style="list-style-type: none"> enhance their locational and place knowledge focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities understand geographical similarities and differences through looking at regions in North and South America begin to associate weather/climate with landscape and environment use maps, atlases, globes and digital/ computer mapping <p>learn to use the eight points of a compass</p>	<p>Year 3: Our World – Where on Earth are we?</p> <ul style="list-style-type: none"> improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied use the eight points of the compass to build their knowledge of the wider world. <p>Year 4: Rivers and the Water Cycle</p> <p>name and locate some of the UK's and the world's most significant rivers and mountain environments</p> <ul style="list-style-type: none"> learn about the features of a named river (the River Thames) in the UK, from source to mouth learn how rivers and mountains are formed identify some of the processes associated with rivers understand where rivers and mountains fit into the water cycle. 	<p>Year 3: Coasts</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include more of the UK name and locate (some) counties and cities of the UK learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety consider tourism, as both an economic and a pleasurable activity think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. <p>Year 4: Earthquakes and Volcanoes: How does the Earth shake, rattle and roll?</p> <ul style="list-style-type: none"> describe and understand the key aspects of volcanoes and earthquakes understand that the distribution of earthquakes and volcanoes follows a pattern be introduced to plate tectonics. learn about the 'Pacific Ring of Fire'
<p>Science</p>	<p>Year 3: Animals including Humans Food and Our Bodies</p> <ul style="list-style-type: none"> 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. 	<p>Year 3: Forces and Magnets Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	<p>Year 3: Plants How does your garden grow?</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar graphs and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Rocks

Rocks Soils and Fossils

- 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.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Year 4:

Sound

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.

- 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.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Light

Light and Shadows

- Recognise that we 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 the eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the sizes of shadows change
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.

plant. Investigate the way in which water is transported within plants.

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings

Materials

The Nappy Challenge

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Set up simple practical enquiries, comparative and fair tests.
- Use straightforward scientific evidence to answer questions or to support their findings.

- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

Living Things

- *recognise that living things can be grouped in a variety of ways.*
- *explore and use keys to identify and name a variety of living things.*
- *how changes to habitats can pose dangers to living things*

- *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.*
- *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

Year 4:

States of Matter

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 degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Ask relevant questions and using different types of scientific enquiries to answer them

Gather, record, classify and present data in a variety of ways to help in answering questions.

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. Children quickly learn to make circuits and then to explore how to use them and change components.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Animals including Humans

Teeth and Eating

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

Ask relevant questions and use different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests. Use straightforward scientific evidence to answer questions or to support their findings

Year 4:

Electricity

Power it up!

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 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 series circuit
- ♣ recognise some common conductors and insulators, and associate metals with being good conductors

Ask relevant questions and using different types of scientific enquiries to answer them

Gather, record, classify and present data in a variety of ways to help in answering questions.

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. Children quickly learn to make circuits and then to explore how to use them and change components.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

The Big Build

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.

<p>Art</p>	<p>Year 3: Palaeolithic Art</p> <ul style="list-style-type: none"> Children create textures and patterns with a wide range of drawing implements using their observations of the environment and create art works from natural materials to show different viewpoints of the same object. They design their own patterns using their observations and using ICT. They are able to make patterns on a range of surfaces and consider symmetry. Children print simple pictures using different printing techniques. They continue to explore mono printing, relief printing and impressed printing. The experiment with colour mixing by using overlapping colour prints. <p>Year 4: Colour, drawing and painting</p> <ul style="list-style-type: none"> Identify and draw using a range of different grade pencils to create lines and marks to achieve variations in tone and texture on a range of different media. Are able to create accurate representations of people including proportion and placement work on a variety of scales. Control the types of marks made and experiment with different effects and textures. Begin to develop a painting from a drawing. Begin to select appropriate media to work with, use light and dark within paintings to show their understanding of complementary colours and mix colour, shades and tones with increasing confidence. Work within a style of a selected artist. 	<p>Year 3: Form Texture and Pattern (inc. colour)</p> <ul style="list-style-type: none"> To develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create their own sketch books to record their observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e .g. pencil, charcoal, paint and clay). To learn and develop their understanding and knowledge about great artists, architects and designers in history and make links to their own work. <p>Year 4: Form and Texture (inc. colour) Roman Art</p> <p>To develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create their own sketch books to record their observations and to use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e .g. pencil, charcoal, paint and clay). To learn and develop their understanding and knowledge about great artists, architects and designers in history and make links to their own work.</p>	<p>Year 3: Emma Bridgewater</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products and learn about the work of a range of artists, architects and designers through history, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children should use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. They should identify interesting aspects of objects and artists as a starting point for work and their feelings about them. Sketch books should also be used to make notes about the techniques of different artists and annotate their work for future improvement. <p>Year 4: Form, Texture and Painting</p> <ul style="list-style-type: none"> To develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create their own sketch books to record their observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e .g. pencil, charcoal, paint and clay). To learn and develop their understanding and knowledge about great artists, architects and designers in history and make links to their own work.
<p>Design and Technology</p>	<p>Year 3: Mechanisms Moving Picture Exhibitions</p> <ul style="list-style-type: none"> present their own work within an original and interactive exhibition that appeals to a wide audience. 	<p>Year 3: Textiles Juggling Balls</p> <ul style="list-style-type: none"> They will start by exploring and evaluating different juggling balls. 	<p>Year 3: Food nutrition Edible Garden</p> <ul style="list-style-type: none"> learn where and how a variety of ingredients are grown.

	<ul style="list-style-type: none"> display ideas using a range of mechanical systems that encourage people to interact. evaluate some interactive books and cards to learn about how some systems work. think of innovative ways to display information effectively, and ensure all the systems can withstand repeated use. <p>Year 4: Structures Kites</p> <ul style="list-style-type: none"> Understand how structures can be strengthened and stiffened. discover information about a key event involving a kite that helped shape the world. gain knowledge and understanding about the parts and shapes of kites. design and make their own kites. test and evaluate their kites against design criteria they have created. 	<ul style="list-style-type: none"> Children are then given a design brief, asking them to design and make a circus-themed juggling ball. A hemming and overcast stitch will be introduced during this unit. Children will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. Finally, when they have completed the making of their juggling ball, children will evaluate their product against design criteria. <p>Year 4: Mechanisms – pneumatics Moving Monsters</p> <p>To use pneumatics to create moving parts. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches and cross sectional designs.</p> <p>select from and use a wider range of materials and components</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<ul style="list-style-type: none"> learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. appropriate safety and hygiene rules. <p>Year 4 Mechanism- electrical circuits Lights (link to Science)</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches and cross sectional designs.</p> <p>select from and use a wider range of materials and components</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Computing	<p>Year 3: E-safety/Digital Literacy</p> <ul style="list-style-type: none"> To use technology safely, respectfully and responsibly. To be critical of information found online. To identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. To keep personal information private. To identify a range of ways to report concerns about content and contact. To understand ways in which people communication online and the potential danger (including devices such as Xbox and other online gaming) 	<p>Year 3: Coding 3A Sequence and Animation</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify 	<p>Year 3: Publishing Power (Microsoft Publisher)</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- To have awareness of copyright issues around images found online.
- To use the internet safely for research and to follow lines of enquiry.
- To use the internet safely to undertake purposeful research.

Powerpoint

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 4:

E-safety

- identify a spam email;
- explain what to do with spam email;
- understand why they should cite a source;
- explain the rules for creating a strong password;
- create a strong password using a set of rules;
- know that not everything they see online is true;

where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Coding 3B – Conditional Events and Selecting

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year 4:

Coding 4A/5B –

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Coding 4B/5B –

- Understand what algorithms are; how they are implemented as programs on digital devices;

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Networking

- I can understand computer networks including the internet and how they provide services such as www, email and social networking.

The Internet

- I can explain what the Internet is and how it works.
- I can explain how data travels across the Internet.

E-Safety/Encryption

- I can use technology safely, respectfully and responsibly.
- I can explain what encryption is and how it works.

Year 4:

Photo editing

- To change the composition of a digital image by flipping or rotating.
- To change the composition of a digital image by cropping.

	<ul style="list-style-type: none"> explain how to stay safe online; identify unsafe online behaviour. <p>Blogging</p> <ul style="list-style-type: none"> To recognise the features of a blog To know what makes a good blog To write a blog post To add pictures to this To evaluate the blog 	<p>and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> To adjust the colours of a digital image. To apply filters to a digital image. To apply effects to a digital image. To select part of a digital image To clone, copy and paste to change a digital image. To add text to a digital image. <p>Data and information – Data logging</p> <ul style="list-style-type: none"> To add text to a digital image. To suggest questions that can be answered using a table of data To identify data that can be logged over time To identify that sensors are input devices To recognise that a sensor can be used as an input device for data collection To use a digital device to collect data automatically To choose how often to automatically collect data samples To explain that a data logger captures 'data points' from sensors over time To use a set of logged data to find information To use a computer program to sort data by one attribute To export information in different formats
<p>R.E.</p>	<p>Year 3 Is life like a journey?</p> <ul style="list-style-type: none"> to begin to identify the rites of passage in a Christians life (Birth, baptism, confirmation, marriage, <i>funeral (if appropriate to children being taught)</i>) to explore special journeys within the bible narrative (Moses (out of Egypt – promised land), Noah, Saul/Paul, Joseph, Jonah) to make comparisons to the milestones in other faiths (Judaism, Sikhism and Islam) to make reflections to their own individual journey to recognise and understand the importance of pilgrimage in range of faiths to discuss how life is a journey and faith can be a support in it 	<p>Year 3: Incarnation What is the trinity?</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Year 3 : Kingdom of God When Jesus left what was the impact of Pentecost?</p> <ul style="list-style-type: none"> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what

What can we learn from a Mosque?

- Muslims believe there is no God but Allah and that he is without equal.
- Allah is One (Tawhid)
- the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic
- The mosque is a place of worship and learning and is led by an Imam
- Salat (prayer) is offered five times a day at set times.
- In prayer, Muslims submit to the will of Allah.
- The key features, artefacts & symbols found in a mosque all have explicit meaning.

Year 4
Incarnation
What is the Trinity

Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.

- Offer suggestions for what texts about God might mean.
- Give examples of what the texts studied mean to some Christians.
- Describe how Christians show their beliefs about God the Trinity in the way they live.
- Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

Gospel
What Kind of World did Jesus want?

To identify this learning as part of a 'Gospel', which tells the story of the life and teaching of Jesus.

- To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- To offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- To make simple links between Bible texts and the concept of 'Gospel' (good news).

Salvation
Why do Christians call it Good Friday?

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Year 4:
Judaism
What can we learn from the synagogue?

The synagogue is a place for worship, learning and community for Jews.

- The meaning and features of artefacts and symbols found in a synagogue
- The Torah's teachings form the core beliefs of Judaism and include the Shema.
- The Torah's significance is reflected in its treatment in the synagogue.
- Synagogue is central for community life, including during festivals such as Pesach.
- Jesus was a Jew and his last supper was a celebration of Pesach (Passover).

Salvation
How do Christians remember the Last Supper?

that communion is linked to the Seder Passover meal

- the story of the Last Supper and what Jesus said to the disciples
- that the symbols of communion

people believe about following God in the world today, expressing some of their own ideas.

What are the festivals of light?

- To deepen understand of festivals as celebrations of religious stories.
- To explore how light and dark are symbols of good and evil in many faiths.
- To link Jesus as the light of the world, and His command that His followers also shine as lights.
- To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Hallowe'en is not celebrated by Christians..
- To explore the symbolism of the Christingle.
- To deepen understanding of Advent and Diwali.
 - To explore the story and celebration of the Jewish festival of Hanukkah.

Year 4:
Creation/fall – What can Christians learn from the creation story?

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

People of God
What is like to follow God?

To make clear links between the story of Noah and the idea of covenant.

- To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- To make links between the story of Noah and how we live in school and the wider world.

	<ul style="list-style-type: none"> • To give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • To make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. • To list two distinguishing features of a parable. • To make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. • To offer some ideas about the meaning of the Good Samaritan story to Christians. • To make simple links between the Good Samaritan story and the importance of charity in Christian life. • To give some examples of how Christians act to show that they are following Jesus. • To make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly. 	<p>are a way of remembering Jesus and the new agreement of love and forgiveness</p> <ul style="list-style-type: none"> • to reflect on the meaning of some actions and words involved for Christians. • that by sharing communion as a group Christians are showing unity • to allow for personal response to the service 	
<p>Spanish</p>	<p>Year 3: Recap on key vocabulary Ask and answer the question "What is your name?" in Spanish</p> <ul style="list-style-type: none"> • Say how they are feeling in Spanish. • Count to ten in Spanish. • Learn the names of some colours in Spanish. • Learn and use some basic greetings in Spanish. <p>Que Fecha Es Hoy? (What is the date) and Christmas Repeat and recognise the months of the year in Spanish.</p> <ul style="list-style-type: none"> • Ask when somebody has a birthday and say when they have their birthday. • Say the date in Spanish. <p>Year 4: Me Presento (Presenting Myself) Count to 20 in Spanish.</p> <ul style="list-style-type: none"> • Say their name and age in Spanish. 	<p>Year 3: Mi Clase (In the classroom) Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <ul style="list-style-type: none"> • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise <p>La Fruta (The Fruits) Name, recognise and remember up to 10 fruits in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish. <p>Year 4 Que Tiempo Hace? (The Weather)</p>	<p>Year 3: Las Formas (The Shapes) Name and recognise up to 10 shapes in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns • Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'. • Have an opportunity to learn and/or revise numbers 1-5 <p>Las Verduras (The Vegetables) Name and recognise up to 10 vegetables in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. ?)

	<ul style="list-style-type: none"> • Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. • Tell you where they live in Spanish. • Tell you if they are Spanish or English, introducing concept of gender and agreement. <p>Grammar What a singular definitive article is and how it works in Spanish.</p> <ul style="list-style-type: none"> • What a definite article is and how it works in Spanish. • What a plural indefinite article is and how it works in Spanish. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • Say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. <p>En el Colegio (At school) Repeat and recognise the vocabulary for school subjects.</p> <ul style="list-style-type: none"> • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. 	<p>Year 4: Desayuno en el café (Breakfast at the cafe) In this unit children will:</p> <ul style="list-style-type: none"> • Order from a selection of foods from a Spanish menu. • Order from a selection of drinks from a Spanish menu. • Order a Spanish breakfast. • Order typical Spanish snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. <p>¿Tienes una mascota? (Do you have a pet?):</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").
<p>PSHE</p>	<p>Year 3: Teams work with a partner to write down a change that has come with starting in Year 3;</p> <ul style="list-style-type: none"> • create a role play about a team scenario; • read clues and work as a team to solve a crime; • identify a feeling and how it is expressed; • show the resolution to a dispute through pictures; • create a list of good deed ideas <p>Money Matters discuss some consequences financial decisions can have on our emotional wellbeing;</p> <ul style="list-style-type: none"> • talk about the importance of prioritising our spending; • discuss advertisements that try to influence what we buy; • explain why it is important to keep track of what we spend; • discuss what is meant by ethical spending 	<p>Year 3: Be Yourself identify their own strengths;</p> <ul style="list-style-type: none"> • explain that how they are feeling on the inside can affect their facial expressions and body language; • identify and begin to implement strategies to help them cope with uncomfortable feelings; • begin to demonstrate appropriately assertive behaviour; • analyse messages given by the media about how they should look, think and behave; • demonstrate how they are going to make things right after mistakes have been made; • explain what they have learnt and how they have grown from mistakes they have made. <p>It's My Body</p> <ul style="list-style-type: none"> • list some of the effects of sleep deprivation. 	<p>Year 3: Diverse Britain describe the benefits of living in a diverse and multicultural society;</p> <ul style="list-style-type: none"> • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others <p>describe the benefits of living in a diverse and multicultural society;</p> <ul style="list-style-type: none"> • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others <p>Aiming High identify skills and attributes that are useful in many roles;</p> <ul style="list-style-type: none"> • identify elements of a growth mindset;

	<p>Year 4: VIPS discuss how our attitudes impact new friendships being made;</p> <ul style="list-style-type: none"> • create a plan for being an anonymous friend over the course of a week; • reflect on the different characters in the dares story and discuss the different outcomes for each character; • work together to create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied <p>Respecting Rights explain what makes human rights universal;</p> <ul style="list-style-type: none"> • understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; • explain what democracy is and how this relates to rules and human rights; • know that human rights are not dependent on responsibilities; • explain what it means to respect the rights of others and understand why this is important; • understand how stereotypes can inhibit people's human rights being met. 	<ul style="list-style-type: none"> • explain the effect of exercise on the heart. • know how to get help for themselves or another in the case of serious problems. • explain why eating a balanced diet is important. • know how to check medicine instructions. • know how to inhibit the spread of germs. • explain the importance of vaccinations and immunisations. <p>Year 4: Safety First appreciate what being responsible means and name some of their responsibilities.</p> <ul style="list-style-type: none"> • give examples of a range of risky or dangerous situations. • appreciate that doing something risky may lead to danger. • describe where pressure to do things can come from; identify people who can help us in an emergency. • identify safety precautions that can be taken when using roads, water or railways. • explain some of the ways in which drugs, cigarettes and alcohol affect the human body. • explain some of the ways to treat common injuries. • explain how to keep themselves and others safe in an emergency situation. • identify what information will need to be shared with an emergency services operator <p>One World give reasons for similarities and differences between people's lives.</p> <ul style="list-style-type: none"> • detail if they feel something is fair or not. • give reasons for their own opinions. • recognise how their actions impact on people in different countries. • discuss climate change in terms of what it is and its effects. • explain how organisations help people in need 	<ul style="list-style-type: none"> • identify and challenge stereotypes; • discuss goals they could set to work towards their ambitions; • discuss challenges many people face and how people overcome them. <p>Year 4: Growing Up understand that having a positive attitude is good for our mental health.</p> <ul style="list-style-type: none"> • understand the causes of negative thoughts. • identify ways to cope with negative thoughts. • understand the impact certain changes can have on people and how it can affect them emotionally. • identify some mindfulness techniques and discuss which they like to use. • identify strategies to cope with uncomfortable emotions <p>Think Positive explain what the male and female reproductive body parts are for;</p> <ul style="list-style-type: none"> • discuss ways in which people can deal with or overcome emotions experienced during puberty; • show respect for the differences between different families; • describe the different types of relationship that exist, without prejudice; • show an awareness of myths surrounding pregnancy and birth; • describe the conception and birth of a baby, using some scientific vocabulary
<p>Music</p>	<p>Cycle 1 Autumn 1 Exploring rhythmic patterns (ME 4 play it again)</p> <p>Autumn leaves scale song (sing and play)</p>	<p>Cycle 1 Instrument tuition, basic notation Rhythm cards</p> <p>Cycle 2</p>	<p>Cycle 1 Summer 1 Pentatonic Scales (pitch) ME 3&4 Dragon Scales</p> <p>BBC Ten pieces: Dvorak Largo- graphical scores</p>

	<p><u>Autumn 2</u> Exploring arrangements ME3&4 class orchestra Christmas calypso BBC Ten pieces: Tchaikovsky Nutcracker</p> <p><u>Cycle 2</u> <u>Autumn 1</u> Exploring arrangements ME3&4 class orchestra Christmas calypso BBC Ten pieces: Tchaikovsky Nutcracker</p> <p><u>Autumn 2</u> Exploring rhythmic patterns</p> <p>ME3 CD ROM musical patterns xmas activity. ME 3 <i>Play it Again</i> section Class radio show</p>	<p>Instrument tuition, basic notation</p>	<p><u>Summer 2</u> Sound sources ME 3 identifying accompanying instruments. BBC Ten pieces: Ravi Shankar- symphony</p> <p><u>Cycle 1</u> <u>Summer 1</u> Timbre (exploring descriptive sounds) ME 3 & 4 Animal magic</p> <p><u>Summer 2</u> Music from around the world MECDROM3 sports day ME 3&4 painting with sound BBC Ten Pieces: Henry Purcell Rondeau</p>
--	--	---	---