



Stokeinteignhead Primary School

YEAR A: Year 3 & 4 Long Term Overview

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	<ul style="list-style-type: none"> Basic skills recap- including basic sentence structure and grammar recap. Ellsworth's Electric Ears- simple poetry continuing to build basic sentence structure and focus on alliteration. Setting description- linked to The Train to Impossible Places. 	<ul style="list-style-type: none"> Roman myths- story writing focus. Biography- linked to Romans (Boudicca). 	<ul style="list-style-type: none"> Recipe to make a wolf- poetry focus. Book of bones- riddle/poetry focus. The Wild Robot- setting description (short story). 	<ul style="list-style-type: none"> Rainforest Rough Guide - hybrid text (information and diary). Persuasion - linked to rainforest and/or Brazil as a holiday destination. 	<ul style="list-style-type: none"> Boy at the Back of the Class - character description focus, and chronological report based on series of events that happen to the main character. 	<ul style="list-style-type: none"> A River - narrative poetry. Grammar recap/ consolidation and assessment.
Whole Class Reading	The Train to Impossible Places (novel) A Journey Malala's Magic Pencil (picture books)		The Wild Robot (novel) If all the world were... (picture book)		Sweet Pizza (novel) Boy at the Back of the class (novel) The Incredible Book Eating Boy (picture book)	
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Length, Perimeter and Area Number: Fractions Number: Decimals (Year 4) Measurement: Mass and Capacity		Number: Decimals (including Money) Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction Consolidation	
Cross-Curricular Maths	Roman Numerals and counting from Stone Age to present day.		Chronological understanding of timelines and when significant events took place.		Water cycle experiment linked to statistics. Can they create a graph to show evaporation rates?	
Science Knowledge and Understanding	Electricity and Circuits Could we cope without electricity for one day? <ul style="list-style-type: none"> Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they 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? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with 	Sound and Hearing Why is Christmas music enjoyed by so many? <ul style="list-style-type: none"> Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating? Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear? Can they find patterns between the pitch of a sound and features of the object that produce it? Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? 	Habitats Which wild animals and plants thrive in our local area? <ul style="list-style-type: none"> Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things? 		Teeth and Digestion What happens to the food we eat? <ul style="list-style-type: none"> Can they identify and name the basic parts of the digestive system in humans? Can they describe the simple functions of the basic parts of the digestive system in humans? Can they identify the simple function of different types of teeth in humans? Can they compare the teeth of herbivores and carnivores? Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? Can they investigate how different m 	States of Matter How does the water cycle keep us alive? <ul style="list-style-type: none"> Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water? Can they identify the part that evaporation and condensation has in the water cycle?

	<p>whether or not a lamp lights in a simple series circuit?</p> <ul style="list-style-type: none"> • Can they recognise some common conductors and insulators? • Can they associate metals with being good conductors? 	<ul style="list-style-type: none"> • Can they recognise that sounds get fainter as the distance from the sound source increases? • Can they explain how you could change the pitch of a sound? 			<ul style="list-style-type: none"> • Can they associate the rate of evaporation with temperature?
Science Skills	<p>Working scientifically (runs across all topics)</p> <p>Planning:</p> <ul style="list-style-type: none"> • Can they set up a simple fair test to make comparisons? • Can they plan a fair test and isolate variables explain why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they decide which information needs to be collected and decide which is the best way for collecting it? • Can they use their findings to draw a simple conclusion? 	<p>Working scientifically (runs across all topics)</p> <p>Obtaining and presenting evidence:</p> <ul style="list-style-type: none"> • Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they make accurate measurements using standard units? • Can they explain their findings in different ways (display, presentation, writing)? 		<p>Working scientifically (runs across all topics)</p> <p>Considering evidence and evaluating:</p> <ul style="list-style-type: none"> • Can they find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they evaluate what they have found using scientific language, drawings, bar charts and tables? • Can they use straightforward scientific evidence to answer questions or to support their findings? 	
History	<p>Stone Age to 1066: Roman Empire</p> <p>Why were the Romans so powerful?</p> <ul style="list-style-type: none"> • Understand the 'when' and 'how' the Roman invasion of Britain took place; understand terms 'invade' and 'settle'. • Understand what made the Romans so powerful; find out about the Roman army and Roman soldiers. • Understand what life was like for ordinary people in Ancient Rome. • Roman Roads: understand why the Romans built new roads in Britain, where they are located and how they were built. • Roman baths: understand cultural traditions of a given era by exploring activities and pastimes of a people, e.g. Roman homes and bath houses. • Understand the religious beliefs of the Romans and know about the gods and goddesses they worshipped. • Boudicca: understand how the Roman invasion affected different people and how they felt and reacted to the changes being made. • Boudicca's revolt: find out about the outcome of Boudicca's revolt. • Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. • Understand how the Romans have influenced life in Britain. <p>Local History: Can we see influences of the Roman Empire in our local area?</p>	<p>Theme of British History: Norman Conquest</p> <p>Who lived in a castle like this?</p> <ul style="list-style-type: none"> • Understand why the Norman invasion of Britain occurred. • Understand who the main contenders for the throne were in 1066. • Find out about key battles from the Norman invasion: The Battle of Stamford Bridge and The Battle of Hastings. • Understand the difficulties faced by William the Conqueror following his victory in 1066. • Find out about Norman Motte and Bailey castles and identify the key features. Identify Norman Castles still visible in England (e.g. Totnes Castle, Windsor Castle). • Find out about being one of William's Norman Knights, their weapons and battle tactics. • Find out about life in Norman times under the feudal system; understand the different perspectives of the feudal system in Britain of key groups. • Find out about the compilation and importance of the Domesday Book. 		<p>Ancient Civilisations</p> <p>What did we learn from the Ancient Maya?</p> <ul style="list-style-type: none"> • Who were the Ancient Maya and where did they live? Identify where in the world the Mayans lived and place on timeline. • Find out about the structure of Mayan society. • Find out about the daily life of the Maya people, including how they lived and what they ate. • Mayan Gods and Goddesses: understand the beliefs of the Maya people, including the gods they worshipped and how they worshipped. • Mayan Maths: find out about the Mayan number system. • Mayan writing: can explain what the Mayan writing system consists of, how words are constructed and what codices are. • Find out about the decline of the Mayan civilisation. 	
Year 3 Knowledge and Skills	Chronological Understanding (runs across all topics)	Knowledge and Interpretation (runs across all topics)		Historical Enquiry (runs across all topics)	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had

	<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p>• Can they set out on a timeline, within a given period, what special events took place?</p> <p>• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p>	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</p> <p>• Do they have an appreciation that wars start for specific reasons and can last for a very long time?</p> <p>• Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p>	<p>in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? <p>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>• Can they use specific search engines on the Internet to help them find information more rapidly?</p>
Year 4 Knowledge and Skills	<p>Chronological Understanding (runs across all topics)</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<p>Knowledge and Interpretation (runs across all topics)</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<p>Historical Enquiry (runs across all topics)</p> <ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
Geography	<p>How can we navigate our way around the world?</p> <ul style="list-style-type: none"> • Name and locate countries and cities within the UK. • Use 8 compass points to describe location. • Name main rivers and seas of the UK and identify on a map and/or atlas. • Name counties of the UK and locate on a map. • North or South: explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. • Identify lines of latitude and longitude and use latitude and longitude to identify places on an atlas, map or globe. 	<p>Why are rainforests important to us all? (Link to Brazil)</p> <ul style="list-style-type: none"> • Where are the rainforests of the world? Locate areas of rainforest on maps and in atlases. • Rainforest Climate: describe the key aspects of a tropical climate. • Layers of the rainforest: describe and understand the features of a rainforest habitat. • Rainforest life A: describe the animals and plants that can be found in the rainforest. • Rainforest life B: find out about the people who call the rainforest their home. 	<p>Why should we settle here? (Settlement and Resettlement (Refugee Unit))</p> <ul style="list-style-type: none"> • Explain why settlements develop in certain areas. • Use maps to identify different types of settlements including those created by invaders in the past (link to History). • I can compare land use in different settlements. • I can use maps to identify links between settlements. • I can create a map of a settlement. • I can explain some reasons why people need or choose to resettle.

	<ul style="list-style-type: none"> Describe the key features of the polar regions and compare them with the UK. Compare the climate of the tropics with the climate within the UK. I can explain the position and significance of the prime Meridian. I can explain the position and significance of world time zones. 	<ul style="list-style-type: none"> The Amazon: find out about the importance of the Amazon rainforest (possible link to food and plants). Protecting the rainforest: describe the impact that humans are having on the rainforest environments around the world. 	<ul style="list-style-type: none"> I understand the terms refugee, migrants and asylum seekers and can explain the difference between these terms. I understand that war can cause forced resettlement of people. I can identify some of the ways that refugees are supported in the local community.
			Local Geography How does our local area support refugees?
Year 3 Knowledge and Skills	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Do they use correct geographical words to describe a place? Can they identify key features of a locality by using a map? Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere? 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Do they use correct geographical words to describe a place? Can they identify key features of a locality by using a map? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they explain why a locality has certain physical features? <p>Human Geography</p> <ul style="list-style-type: none"> Can they describe how rainforests have an impact on people's lives? Can they explain the impact that humans have on the rainforest? Can they explain how the lives of people living in the rainforest would be different from their own? Can they explain how people's lives vary due to weather? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Can they locate and name some of the world's most famous rainforests? Are they aware of different weather in different parts of the world, including the weather and climate within a rainforest? 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they make accurate measurement of distances within 100Km? Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? <p>Human Geography</p> <ul style="list-style-type: none"> Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they explain how the lives of people living in ... would be different from their own? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Can they name the two largest seas around Europe?
Year 4 Knowledge and Skills	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they use appropriate symbols to represent different physical features on a map? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Can they locate the Tropic of Cancer and the Tropic of Capricorn? 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they use appropriate symbols to represent different physical features on a map? Can they explain how a locality has changed over time with reference to physical features? <p>Human Geography</p> <ul style="list-style-type: none"> Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they explain how people are trying to manage their environment? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Can they locate the Tropic of Cancer and the Tropic of Capricorn? 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they give accurate measurements between 2 given places within the UK? <p>Physical Geography</p> <ul style="list-style-type: none"> Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they explain how a locality has changed over time with reference to physical features? <p>Human Geography</p> <ul style="list-style-type: none"> Can they explain why people are attracted to live in cities?

					<ul style="list-style-type: none"> • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they suggest different ways that a locality could be changed and improved? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name the areas of origin of the main ethnic groups in the UK & in their school?
Art	DRAWING/PAINTING L.S. Lowry Study (link to Geography – RURAL/INDUSTRIAL/URBAN) Autumn B	3D – CLAY (taught through Art/DT) Autumn A	PRINTING/COLLAGE Mark Hearld (link to Science/Geography: animals/plants of the rainforest) Spring A		TEXTILES Textile hanging (link to history: Mayans) Summer A
Year 3	<p>Drawing</p> <ul style="list-style-type: none"> •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture? <p>Painting</p> <ul style="list-style-type: none"> •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? 	<p>3D – Clay</p> <ul style="list-style-type: none"> •Can they add onto their work to create texture and shape? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours? <p>Printing</p> <ul style="list-style-type: none"> •Can they make a printing block? •Can they make a 2-colour print? <p>Drawing</p> <ul style="list-style-type: none"> •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture? 		<p>Textiles</p> <ul style="list-style-type: none"> •Can they create pop-ups? •Can they use more than one type of stitch? •Can they join fabric together to form a quilt using padding? •Can they use sewing to add detail to a piece of work? •Can they add texture to a piece of work?
Year 4	<p>Drawing</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>Painting</p> <ul style="list-style-type: none"> •Can they create all the colours they need? 	<p>3D – Clay</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? 	<p>Collage</p> <ul style="list-style-type: none"> •Can they combine visual and tactile qualities? <p>Printing</p> <ul style="list-style-type: none"> •Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? <p>Drawing</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent 		<p>Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they use early textile and sewing skills as part of a project?

	<ul style="list-style-type: none"> •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? 		<p>figures and forms in movement?</p> <ul style="list-style-type: none"> •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? 			
(Objectives run throughout all art units of learning)	<p>YEAR 3 Sketchbooks</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they compare the work of different artists? •Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? •Can they use the web to research an artist or style of art? 			<p>YEAR 4 Sketchbooks</p> <ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Can they explain art from other periods of history? 		
DT	ELECTRICAL/MECHANICAL COMPONENTS 'Wigglebots' (linked to Science) Autumn A			STIFF/FLEXIBLE SHEET MATERIALS 'Mini-Greenhouses' (linked to Science) Spring B	TEXTILES Textile hanging (Art) (link to history: Mayans) Summer A	COOKING/NUTRITION 'Sandwich Snacks' (linked to Science) Summer B
Year 3	<p>Electrical/Mechanical Components</p> <ul style="list-style-type: none"> •Do they select the most appropriate tools and techniques to use for a given task? •Can they make a product which uses both electrical and mechanical components? •Can they use a simple circuit? •Can they use a number of components? <p>Mouldable Materials (Linked to Art) 3D – Clay</p> <ul style="list-style-type: none"> •Do they select the most appropriate materials? •Can they use a range of techniques to shape and mould? •Do they use finishing techniques? 			<p>Stiff and Flexible Sheet Materials</p> <ul style="list-style-type: none"> •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials? 	<p>Textiles</p> <ul style="list-style-type: none"> •Can they join textiles of different types in different ways? •Can they choose textiles both for their appearance and also qualities? 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> •Can they choose the right ingredients for a product? •Can they use equipment safely? •Can they make sure that their product looks attractive? •Can they describe how their combined ingredients come together? •Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?
Year 4	<p>Electrical/Mechanical Components</p> <ul style="list-style-type: none"> •Can they add things to their circuits? •How have they altered their product after checking it? 			<p>Stiff and Flexible Sheet Materials</p> <ul style="list-style-type: none"> •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? 	<p>Textiles</p> <ul style="list-style-type: none"> •Do they think what the user would want when choosing textiles? •Have they thought about how to make their product strong? 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> •Do they know what to do to be hygienic and safe? •Have they thought what they can do to present their product in an interesting way?

	<ul style="list-style-type: none"> •Are they confident about trying out new and different ideas? 					<ul style="list-style-type: none"> • Can they devise a template? •Can they explain how to join things in a different way? 		
(Objectives run throughout all DT units of learning)	Year 3 Developing, planning and communicating ideas <ul style="list-style-type: none"> •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> •Can they use equipment and tools accurately? Evaluating processes and products <ul style="list-style-type: none"> •Can they explain what they changed which made their design even better? 				Year 4 Developing, planning and communicating ideas <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? •Do they work at their product even though their original idea might not have worked? Evaluating processes and products <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both appearance and the way it works? •Do they take time to consider how they could have made their idea better? 			
Computing (Purple Mash)	Coding & Computational Thinking Coding Unit 3.1 (6 weeks) <ul style="list-style-type: none"> • To design algorithms using flowcharts. • To design an algorithm that represents a physical system and code this representation. • To use selection in coding with the 'if' command. • To understand and use variables in 2Code. • To deepen understanding of the different between timers and repeat commands. 	Online Safety Online Safety Unit 3.2 (3 weeks) <ul style="list-style-type: none"> • To know what makes a safe password. • Methods for keeping passwords safe. •To understand how the Internet can be used in effective communication. •To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. 	Spreadsheets Spreadsheets Unit 3.3 (3 weeks) <ul style="list-style-type: none"> • To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references. 	Writing & Presenting Touch Typing Unit 3.4 (4 weeks) <ul style="list-style-type: none"> • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand. 	Communication & Networks Email Unit 3.5 (6 weeks) <ul style="list-style-type: none"> • To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario. 	Communication & Networks Branching Databases Unit 3.6 (4 weeks) <ul style="list-style-type: none"> • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice. 	Coding & Computational Thinking Simulations Unit 3.7 (3 weeks) <ul style="list-style-type: none"> • To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation. 	Communication & Networks Hardware Investigators Unit 3.8 (3 weeks) <ul style="list-style-type: none"> • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.
E-Safety (Purple Mash)								
E-Safety (Google Legends)								
PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me		

<p>PSHE Knowledge Year 3/4</p>	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is 	<ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner • Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why their hearts and lungs are such important organs • Know a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listeners • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child
<p>PSHE Skills Year 3/4</p>	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments 	<ul style="list-style-type: none"> • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others • Can store feelings of success (in their internal 	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice 	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways • Can use Solve it together in a conflict scenario and find a win-win outcome 	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry • Can express how they feel about babies • Can describe the emotions that a new

		<ul style="list-style-type: none"> Recognise feelings associated with receiving a compliment 	treasure chest) to be used at another time		<ul style="list-style-type: none"> Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> baby can bring to a family Can identify changes they are looking forward to in the next year
R.E. (Devon Agreed Syllabus)	L2.2 What is like for someone to follow God? (People of God)	L2.7 What do Hindus believe God is like?	L2.4 What kind of world did Jesus want? (Gospel)	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, what was the impact of Pentecost? (Kingdom of God)	L2.12 How and why do people try to make the world a better place?
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied.

						giving good reasons for their views.
Music (Charanga)	Mamma Mia (Pop music – ABBA)	Instrument: Glockenspiel 1/ 2 (Exploring and developing playing skills)	Stop! (Grime – writing lyrics inked to a theme)	Lean on Me (Soul and gospel music)	Blackbird (Beatles/Pop) (Equality and Civil Rights)	Reflect, Rewind and Replay
	<p>Performing</p> <ul style="list-style-type: none"> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeating patterns? <p>Composing (incl notation)</p> <ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notations? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? <p>Appraising</p> <ul style="list-style-type: none"> Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purpose of music? Can they begin to identify with the style of Beethoven, Mozart and Elgar? 			<p>Performing</p> <ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p>Composing (incl notation)</p> <ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate temp for a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate temp for a piece of music? Can they contrast the work of famous composers and show preferences? 		
Modern Foreign Languages (Twinkl French)	All Around Town Introduction to key French cities, describe a town and landmarks, count to 100 and say address in French.	On the Move Transport, direction and movement. Verb 'to go'	Going Shopping Fruit, vegetables and clothing. Key phrases and questions when shopping.	Where in the World Countries, continents and animals.	What's the Time? Telling the time; reading timetables; o'clock, half past, quarter past/to	Holidays & Hobbies Holiday, weather, seasons, sports and hobbies.
	<p>Listening and responding</p> <ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? <p>Speaking</p> <ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p>Reading and responding</p> <ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response on a passage? 			<p>Listening and Responding</p> <ul style="list-style-type: none"> Do they understand short passages made up familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <p>Speaking</p> <ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p>Reading and Responding</p> <ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> Can they write a 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic? 		
P.E./Games	YEAR 3 Games	YEAR 4 Games	YEAR 3 Games	YEAR 4 Games	YEAR 3 Athletics	YEAR 4 Athletics
	<ul style="list-style-type: none"> Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? 	<ul style="list-style-type: none"> Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? 	<ul style="list-style-type: none"> Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? 	<ul style="list-style-type: none"> Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? 	<ul style="list-style-type: none"> Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? 	<ul style="list-style-type: none"> Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target?

	<ul style="list-style-type: none"> • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p><u>Outdoor/Adventurous</u></p> <ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely? 	<ul style="list-style-type: none"> • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? <p><u>Outdoor/Adventurous</u></p> <ul style="list-style-type: none"> • Can they follow a map in a more demanding familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route accurately, safely and within a time limit? 	<ul style="list-style-type: none"> • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? • Can they include change of direction? • Can they include range of shapes? • Can they follow a set of 'rules' to produce a sequence? • Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<ul style="list-style-type: none"> • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? <p><u>Dance</u></p> <ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance? 	<ul style="list-style-type: none"> • Can they jump in different ways? <p><u>Dance</u></p> <ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?
	<p align="center"><u>Year 3 (Continuous throughout the term)</u></p> <p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? <p><u>Evaluating and improving</u></p> <ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? 			<p align="center"><u>Year 4 (Continuous throughout the term)</u></p> <p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? • Can they make up their own small-sided game? <p><u>Evaluating and improving</u></p> <ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 		
<p>GLOBAL CITIZENSHIP</p>	<ul style="list-style-type: none"> • Embedding Rights Respecting • Eco-Council • British Values • Play Leaders 					
<p>CURRICULUM ENRICHMENT</p>	<p>Hello Yellow Anti-Bullying PCSO Safety Assemblies</p>	<p>World Toilet Day Christmas Production Visit to local Community Centre Children In Need Kent's Cavern Trip</p>	<p>We The Curious Trip Just One Tree Project Eco-Summit Day</p>	<p>World Book Day DAISI Artist in school Cultural Champion Visit</p>		<p>Summer Production Y4 Residential</p>