

Cycle A 2022/2023 year 3 /4

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Romans on the Rampage (History)	Down Under (Geography)	Land of the Sun (History)	Extreme Earth (Geography)
G- Positivity S- Resourcefulness	B- Creativity A- Respect	D-Aspirations E -Teamwork	D- Curiosity Y-Resilience
English			
Gladiator Clash Other texts: Diary of a Roman Soldier Julius Caesar	Wombat goes walk about. Other texts: Just So Stories Five on a treasure Island	Other texts: Marcy and the riddle of the sphinx There's a pharaoh in my bath Secrets of the sun King	Escape from Pompeii: Other texts: The street beneath my feet Large Class Book on school near a volcano
Writing to entertain (setting description) Writing to entertain (narrative) Writing to inform (instructions – making Roman shields)	Writing to entertain (narrative) Writing to inform (non-chronological report – Australian animals) Writing to entertain (Christmas poetry)	Writing to persuade (letter – Howard Carter) Writing to inform (newspaper article – Howard Carter)	Writing to entertain (narrative – Escape from Pompeii based on non-fiction) Writing to entertain (poetry – Japan)
Maths			
Year 3 Place value Addition / Subtraction Year 4 Place value Addition subtraction	Year 3 Multiplication and division Year 4 Multiplication and division Area and perimeter	Year 3 Length / perimeter Fractions Time Year 4 Fractions and decimals Money	Year 3 Money/ decimals Statistics Shape Year 4 Statistics Shape
Science			

<p>Food and Digestion 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> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them.</p>	<p>Living things and Habitats Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them.</p>	<p>Electricity Identify common appliances that run on electricity- safety</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</p>
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<p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Use historic terms related to periods of study.</p> <p>Place some historical periods in a chronological framework.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Understand that sources can contradict each other.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p>Describe the Roman Empire and its impact on Britain.</p>		<p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Understand that sources can contradict each other.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p>Describe the achievements of early civilisations – Ancient Egypt.</p>	
<p>Geography</p>			

<p>Identify where countries are within Europe. (Where Romans came from and where they invaded)</p> <p>Know about the wider context of a place, region or country.</p> <p>Demonstrate knowledge of features about places around him/her beyond the UK.</p> <p>Describe human features of UK regions, cities and /or counties (Roman baths roman roads etc.)</p> <p>Know how the locality is set within a wider geographical context.</p> <p>Describe human features of UK regions and or counties eg. Bath, Chester</p> <p>Know how a locality is set within a wider context eg Bath and hot spring</p>	<p>Demonstrate knowledge of features about places around him/her beyond the UK.</p> <p>Recognise the different shapes of continents.</p> <p>Know about the wider context of a place – region, country.</p> <p>Explore weather patterns around parts of the world.</p> <p>Recognise there are similarities and differences between places – varying conditions within Australia.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Explain about key natural resources e.g. water in the locality.</p> <p>Use basic geographical vocabulary such as ocean, valley, vegetation, soil, gorge, port, harbour</p>	<p>Demonstrate knowledge of features about places around him/her beyond the UK.</p> <p>Develop an awareness of how places relate to each other. (How Egypt is a part of Africa)</p>	<p>Explore weather patterns around parts of the world.</p> <p>Make plans and maps using symbols and keys – Japanese school and island</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Use four figure grid references.</p> <p>Identify physical and human features of the locality including volcanoes.</p> <p>Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Describe how people have been affected by changes in the environment.</p>
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	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Describe how people have been affected by changes in the environment eg. Indigenous Australians</p>		
Art & DT			
<p>Art Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>Know about some of the great architects and designers in history and describe their work – Roman houses, weapons, fashion, chariots, mosaics and coins</p> <p>DT Plan out a process Strengthen and explore own ideas – roman shields</p>	<p>Art Creating mood by selecting colour-water colours</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Explain what he/she likes or dislikes about their work</p> <p>DT Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>Art Printing – create printing blocks using relief or impressed techniques</p> <p>Creating mood relating to Howard Carter story</p> <p>Use taught technical skills to adapt and improve his/her work</p> <p>Mother’s Day – Egyptian jewellery</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p> <p>Compare and recreate form of natural and manmade objects.</p> <p>DT Understand and use electrical systems in products – link to Science!</p>	<p>Art Create different effects by using a variety of tools and techniques- shading and shapes</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Describe some of the key ideas, techniques and working practices of artists (Hokusai)</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of work.</p>

<p>Create designs using annotated sketches</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy</p> <p>Use techniques which require more accuracy to cut, shape, join and finish work.</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active.</p>	<p>Read and follow recipes which involve several processes, skills and techniques.</p> <p>Farming</p> <p>Strengthen frames using diagonal struts.</p> <p>Apply techniques learnt to strengthen structures and explore their own ideas.</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p>		<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>DT</p> <p>Investigate and analyse existing products and those he/she has made.</p> <p>Use knowledge of existing products to design his/her own product.</p> <p>Add detail to work using different types of stitch, including cross-stitch. Use knowledge or techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Consider how existing products and his/her own finished products might be improved.</p> <p>Make suitable choices from a wider range of tools and unfamiliar</p> <p>Create designs using exploded diagrams.</p>
ICT			
<p>E-Safety</p> <p>Use technology safely and respectfully, keeping personal information private</p>	<p>Computers</p> <p>Recognise familiar forms of input and output devices and how they are used</p>	<p>Coding</p> <p>Design, write and debug programs that control or simulate virtual events</p>	<p>Networks</p>

<p>Use technology safely and recognise acceptable and unacceptable behaviour</p> <p>Use technology responsibly and understand that communication online may be seen by others</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <p>Internet searching Understand how results are selected and ranked by search engines</p> <p>Use simple search technologies</p> <p>Use simple search technologies and recognise that some sources are more reliable than others</p>	<p>Make efficient use of familiar forms of input and output devices</p> <p>Use other input devices such as cameras or sensors</p> <p>Using a computer With support select and use a variety of software to accomplish goals</p> <p>With support select and use a variety of software on a range of digital devices</p> <p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals</p>	<p>Use logical reasoning to explain how some simple algorithms work</p> <p>Decompose programs into smaller parts</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals</p>	<p>Understand that computer networks enable the sharing of data and information</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers</p> <p>Understand what servers are and how they provide services to a network</p>
<p>Music</p>			
<p>Singing Sing songs with multiple parts with increasing confidence</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Singing Sing songs with multiple parts with increasing confidence</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Performing</p>	<p>Singing Sing songs with multiple parts with increasing confidence</p> <p>Listening Listen with direction to a range of high quality music</p>	<p>Singing Sing songs with multiple parts with increasing confidence</p> <p>Composing Develop an understanding of formal, written notation which includes crotchets and rests</p>

	<p>Play and perform in solo or ensemble contexts with confidence</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p>	<p>Find the pulse within the context of different songs/music with ease</p> <p>Listen to and recall sounds with increasing aural memory</p> <p>Use musical language to appraise a piece or style of music</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p>	<p>Develop an understanding of formal, written notation which includes minims and quavers</p>
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<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Recall and talk about some rules for living in religious traditions.</p> <p>Find out at least two teachings from religions about how to live a good life. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>Why are festivals important to religious communities?</p> <p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Retell some stories behind festivals (e.g. Christmas, Diwali).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religion.</p>	<p>What does it mean to be a Hindu/Christian in Britain today?</p> <p>Identify and name examples of what Christians/Hindus have and do in their families and at church/Mandir to show their faith).</p> <p>Ask good questions about what Christians/Hindus do to show their faith.</p> <p>Describe some examples of what Christians/Hindus do to show their faith, and make connections with some Christian/Hindu beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p>	<p>Why do some people think that life is a journey? What significant experiences mark this?</p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage).</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian and Hindu ceremonies of</p>
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<p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.</p> <p>Suggest how and why religious festivals are valuable to many people.</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Christian/Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians/Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.</p>	<p>commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Explain similarities and differences between ceremonies of commitment.</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.</p>
<p>Harvest Festival</p>	<p>Diwali Halloween Bonfire Night Remembrance Sunday Children in Need Hanukkah Christmas</p>	<p>New Year's Day Chinese New Year Valentine's Day Shrove Tuesday Mother's Day Easter</p>	<p>Ramadan Eid Father's Day</p>
<p>PSHE</p>			

<p>Year 3 Britain Describe what it is like to live in Britain. Talk about what democracy, rules and laws are and why these are important. Talk about what liberty means. Describe a diverse society. Describe what being British means to them and others. Identify rights of British people. Show empathy for situations where people are not living in a democracy. Think about what society would be like without rules and laws. Explain in detail their own thoughts on human rights. Discuss why showing respect is important. Identify how respect of differing opinions and ideas to their own can be shown.</p> <p>Year 3 It's My Body Explain what happens if they don't sleep enough. Discuss what happens to muscles when we exercise them. Understand they can choose what happens to their body and know when a 'secret' should be shared. Explain that too much sugar is bad for health.</p>	<p>Year 3 Aiming High Discuss their personal achievements and skills. Identify what a positive learning attitude is. Talk about the range of jobs that people do. Discuss what skills and interests are needed for different jobs. Talk about jobs they might like to do in the future. Discuss what skills they might need to do certain jobs. Identify skills and attributes that are useful in many roles. Identify elements of a growth mind-set. Identify and challenge stereotypes. Discuss goals they could set to work towards their ambitions. Discuss challenges many people face and how some people overcome these. Discuss the impact a growth mind-set can have on achieving our goals. Understand that our goals can change and explain why this might happen. Explain the impact of stereotypes and why they need to be challenged. Identify limitations to achieving goals and discuss how challenges can be overcome.</p>	<p>Year 3 Be Yourself List some of their achievements and say why they are proud of them. Identify facial expressions associated with different feelings. Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest assertive solutions to scenarios. Explain that the messages they receive from the media about how they should look, think and behave are not always realistic. Suggest ways to make things right after a mistake has been made. Explain that mistakes help them to learn and grow. Identify their own strengths. 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.</p>	<p>Year 3 Money Matters Discuss where money comes from. Talk about reasons people go to work. Discuss payment resources we can use to spend money. Consider why and how people might get into debt. Identify things they want and need. Explain ways we can keep track of what we spend. Discuss some of the consequences of debt. 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. Consider how people can try to avoid debt. Talk about how prioritising can lead to saving money for expenses we might need. Discuss why advertisements try to influence what we buy. Identify how keeping track of our spending can help us prioritise and save for other spending that we need to do.</p>
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Know the difference between medicine and harmful drugs and chemicals.
 Explain how germs travel and spread disease.
 List some of the effects of sleep deprivation.
 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.
 Describe how a bedtime routine improves the chance of a good night's sleep.
 Explain why muscles tremble when fatigued.
 Know the signs of serious problems.
 Explain why eating a rainbow of food increases minerals and micronutrient intake.
 Explain what different hazard signs mean. Explain the difference between bacterial and viral infections.

Year 4
VIPS

Year 4
Respecting Rights
 Know what human rights are;
 Understand that all people share the same rights;
 Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
 Know why we have rules and how they help us;
 Understand that no one should take away our human rights;
 Explain what respect means and understand how they can respect the rights of others;
 Describe what a stereotype is and understand how stereotypes can be harmful

Explain what they have learnt and how they have grown from mistakes they have made.
 Discuss how they could use their strengths and achievements to set aspirational goals.
 Support others with their internal feelings according to their facial expressions and body language.
 Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing
 Identify if behaviour is aggressive, passive or assertive.
 Discuss the impact on others of making amends after a mistake has been made.

Year 4
Growing up
 Name the main male and female body parts needed for reproduction;
 Describe some of the changes boys go through during puberty;
 Describe some of the changes girls go through during puberty;
 Describe some feelings young people might experience as they grow up;

Year 3
TEAM
 Use pictures to express their thoughts, feelings and worries.
 Plan and create a role play about a team scenario.
 With support, read clues and work as a team to solve a crime.
 With support, identify a feeling and how it is being expressed.
 Show the resolution to a dispute through pictures and with the key words given.
 Use a word mat to create a list of 'Pass It On' ideas.
 Work with a partner to write down a change that has come with starting in Year 3.
 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 'Pass It On' ideas.
 Discuss why we have worries and concerns at times of change.
 Discuss who would benefit in the team scenarios acted out in role play.

<p>Discuss how our attitudes impact new friendships being made; 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>		<p>Talk about their own family and the relationships within it; Understand that there are many different types of families; Identify similarities and differences in different loving relationships; Explain in simple terms how babies are made and how they are born.</p> <p>Safety First Discuss things they can do independently that they used to need help with; Describe what a dare is and identify situations involving peer pressure; Know when to seek help in risky or dangerous situations; Identify and discuss some school rules for staying safe and healthy; List some of the dangers we face when we use the road; Describe drugs, cigarettes and alcohol in basic terms; Identify which information they should never share online; Identify who they should tell if they see something online that worries, upsets or confuses them; Explain what it means to be kind and respectful online</p>	<p>Discuss the impact on resolving the crime if one team mate had not read their clue. Recreate a feelings scenario using a freeze frame. Explain how a dispute can be resolved using pictures and words. Analyse how their 'Pass It On' ideas would benefit their team and beyond.</p> <p>Year 4 One World Describe similarities and differences between people's lives; Identify opinions that are different from their own; Express their own opinions; Recognise that their actions impact on people in different countries; Know what climate change is; Know there are organisations working to help people in challenging situations in other communities.</p> <p>Think Positive Understand that it is important to look after our mental health; Recognise and describe a range of positive and negative emotions;</p>
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French			
<p>Year 3 Our School Listen and respond to topic vocabulary. Demonstrate understanding with actions. Write sentences converting le/la to un/une. Answer and ask questions using topic vocabulary. From memory, begin to know if nouns from the topic are masculine or feminine. Use a dictionary to develop topic vocabulary further. Write a sentence with an adverbial phrase.</p> <p>Year 4 All around town Name some of the major cities of France; Identify and say typical amenities to be found in French towns; Say and order multiples of ten;</p>	<p>Year 3 All About Me Give and respond to simple classroom instructions appropriately. Name parts of the body from a song. Identify colours. Name items of clothing. Ask and answer questions using the topic vocabulary. Read and write simple words. Say that un/une relate to masculine & feminine nouns. Use a dictionary to develop topic vocabulary further.</p> <p>Year 3 Food Glorious Food Follow a story and join in the repeated parts. Say what foods from a set they like/dislike. Describe the colour or size of an object. Ask politely for something. Predict a repeated phrase.</p>	<p>Year 3 Getting to know you Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so. Count to 10. Say how old they are. ...most children will be able to. Use different greetings for different situations. Ask and answer simple questions for each topic area. Use vocabulary they have learnt elsewhere to develop their sentences. Recognise there is a difference between formal and informal language.</p> <p>Year 3 Family and Friends Identify and introduce some of their relations. Name some common pets. Recognise some rooms in their home. Consider whether nouns are masculine or feminine.</p>	<p>Year 3 Time Say and order the days of the week. Say and order the months of the year. Count on from 11-31. Say their own birthday. Ask and answer questions about dates. Use simple past and present tenses. Recognise how some larger numbers are made by combining words for smaller numbers. Ask other people for their birthday. Say today's date. Identify the correct language for 'yesterday' and 'tomorrow'</p> <p>Year 4 Holidays and Hobbies Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary;</p>

<p>Ask and give a simple address in French; Locate the correct part of a bilingual dictionary to translate from French-English or vice versa. On the move Name some types of transport; Use Je... and Tu... correctly in a simple sentence; Respond to simple instructions for direction and movement; Follow simple directions to find a place on a map.</p>	<p>Make a range of simple statements by substituting vocabulary. Modify a colour adjective. Respond appropriately to a polite request. Recognise the correct determiner depending on gender/number. Select adjectives based on gender/number of nouns. Order sentences correctly.</p> <p>Year 4 Going Shopping Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role plays as shopper/shop keeper speaking in French. Greet and respond.</p>	<p>Make new sentences by substituting other vocabulary appropriately. Use masculine/feminine articles and possessive pronouns.</p> <p>Year 4 Where in the World Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer in a sentence using the topic vocabulary; Use an English/French dictionary to translate from English to French What's the time? Say and write a sentence to tell the time (o'clock) Count in 5s in French to at least 30. Understand and use the terms avant and apres. Answer questions about a TV schedule.</p>	<p>Write an answer in a sentence using the topic vocabulary; Present ideas and information orally to a range of audiences.</p>
PE			
<p>Begin to swim competently, confidently and proficiently over a distance of at least 25 metres (Year 3)</p>	<p>Yr 3 / 4 Gym Develop flexibility, strength, technique, control and balance through gymnastics. Compare their performances with previous ones and demonstrate</p>	<p>Yr 4 Use running, jumping, throwing and catching in isolation and in combination. Yr 4 Hockey</p>	<p>Year 3 4 Athletics Develop flexibility, strength, technique, control and balance through athletics and golf</p>

<p>Use running, jumping, throwing and catching in isolation and in combination. Cross country (Year 3 and 4)</p> <p>Play competitive games. Basketball (Year 4) Apply basic principles suitable for attacking and defending.</p>	<p>improvement to achieve their personal best</p> <p>Yr 4 Badminton Use running, jumping, throwing and catching in isolation and in combination Play competitive games (modified badminton)</p> <p>Yr 3 Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p>	<p>Play competitive games, modified hockey. Apply basic principles suitable for attacking and defending.</p> <p>Yr 3 Football Play competitive games, modified football. Apply basic principles suitable for attacking and defending.</p> <p>Yr 4 Gym Develop flexibility, strength, technique, control and balance through gymnastics.</p> <p>Dance yr 3/4 Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Yr 3 Swim Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Yr 4 Golf, cricket Play competitive games, modified Golf , bucket ball (yr 3) and cricket (yr 4) .</p> <p>Yr 4 Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Yr 4 Dance Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve personal best.</p> <p>Yr 3 Swim Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations</p>
Educational visits			

Enrichment through Archaeology Roman Workshop	New Walk Museum - Egyptian section/workshop	Place of worship trip	Sports trip
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Cycle B 2023/2024

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Stones and Bones (History/Science)	Scandinavia (Geography)	War of the Roses (History)	Rainforest Explorer (Geography/Science)
E- Teamwork G- Positivity	Y- Resilience D-Curiosity	B- Creativity D- Aspirations	A-Respect S- Resourcefulness
English			
Stone Age Boy Stig of the Dump Other texts: Cave Baby How to wash a Woolly Mammoth	How to be a Viking I was there Viking Invasion Other texts: There's a Viking in my Bed Beowulf – child version	The Fox and the Ghost King I was there Richard III Other texts: Richard III	Where the Forest Meets the Sea The Vanishing Rainforest The Great Kapok Tree Other texts: Rainforest explorer The rainforest grew all around Voices of the rainforest
Writing to entertain (portal narrative – Stone Age Boy) Writing to inform (explanation – fossilisation process) Writing to inform (instructions)	Writing to entertain (narrative) Writing to persuade (advert for a Scandinavian holiday) Writing to inform (instructions – How to make a Viking Long ship) Writing to entertain (Christmas poetry)	Writing to inform (non- chronological reports) Writing to entertain (narrative) Writing to inform (recount)	Writing to entertain (poetry) Writing to entertain (setting description) Writing to persuade (persuasive letter – why should we save the Rainforest)
Maths			
Year 3 Place value Addition / Subtraction Year 4 Place value Addition subtraction	Year 3 Multiplication and division Year 4 Multiplication and division Area and perimeter	Year 3 Length / perimeter Fractions Time Year 4 Fractions and decimals Money	Year 3 Money/ decimals Statistics Shape Year 4 Statistics Shape

Science			
<p>Rocks and Fossils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Forces and Magnets (forces day?) Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p>	<p>Light Recognise that he/she needs light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows changes.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore and describe 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 plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>

<p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Skeletons and muscles Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	
History			
<p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Describe the changes in Britain from the Stone Age to the Iron Age including Palaeolithic, Mesolithic, and Neolithic. They will also learn about Stonehenge and Skara Brae.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events (Skara Brae)</p>	<p>Understand that sources can contradict each other.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Describe human features of UK regions, cities and or counties eg. York</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events (Various battles within War of the Roses)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>	

<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>		<p>Describe a local study – Bosworth Battle Fields and the discovery of King Richard III's body.</p>	
<p>Geography</p>			
<p>Understand the effect of landscape features on the development of a locality (Skara Brae)</p> <p>Understand and use a widening range of geographical terms eg. Subject specific topic vocabulary – location, settlement</p>	<p>Recognise the different shapes of continents.</p> <p>Understand similarities and differences between places.</p> <p>Explore weather patterns around parts of the world.</p> <p>Recognise the similarities and differences between Great Britain, the UK and the British Isles.</p> <p>Name and locate the cities of the UK</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe.</p> <p>Ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do</p>	<p>Make plans and maps using symbols and keys. (Leicester, Bosworth Battlefield) (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Measure straight line distances using the appropriate scale.</p>	<p>Explore weather patterns around parts of the world.</p> <p>Locate key Rainforests from across the world and know about their importance.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Describe and understand key aspects of Rainforest systems and the impact of human activity.</p> <p>Recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p> <p>Describe how people have been affected by changes in the environment.</p>

	<p>you think about that? What do you think it might be like if...continues?</p> <p>Point to where cities/counties are within the UK and their key topographical features.</p> <p>Understand and use a widening range of geographical terms eg. Subject specific topic vocabulary –fjords</p>		<p>Explain about key natural resources e.g. water in the locality.</p> <p>Ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>Communicate findings in appropriate ways to the task or for the audience.</p>
Art/DT			
<p>Art Create different effects by using a variety of tools and techniques- shading and shapes</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Creating mood by selecting colour- water colours</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Art Explain what he/she likes or dislikes about their work</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Explore shading, using different media</p> <p>DT Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Understand seasonality and the advantages of eating seasonally and locally produced food.</p>	<p>Art Explore shading, using different media</p> <p>Explain what he/she likes or dislikes about their work</p> <p>He/she is able to create a collage using overlapping and layering – Tudor rose</p> <p>DT Talk about the different food groups and name foods from each group.</p> <p>Create designs using annotated sketches, cross-sectional diagrams – 3D crown</p>	<p>Art Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>Know about some of the great architects and designers in history and describe their work</p> <p>Printing - Create printing blocks using relief or impressed techniques.</p> <p>Printing – print on fabrics with tie dye or batik.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>

<p>Use a variety of techniques.</p> <p>He/she is able to create a collage using overlapping and layering –Stonehenge silhouette on a water coloured sunset</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (weaving Stone Age day)</p> <p>DT Plan a sculpture (clay) through drawing.</p> <p>Clay Stone Age pot (Stone Age day)</p>	<p>Create designs using annotated sketches (Viking Longship)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy (Viking Longship)</p>	<p>Safely measure, mark out, cut, assemble and join – 3D crown</p> <p>Use taught technical skills to adapt and improve his/her work- 3D crown</p>	<p>DT Investigate and analyse existing products and those he/she has made.</p> <p>Use knowledge of existing products to design his/her own product.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p> <p>Consider how existing products and his/her own finished products might be improved.</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>
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ICT

<p>E-Safety Use technology safely and respectfully, keeping personal information private</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour</p> <p>Use technology responsibly and understand that communication online may be seen by others</p>	<p>Computers Recognise familiar forms of input and output devices and how they are used</p> <p>Make efficient use of familiar forms of input and output devices</p> <p>Use other input devices such as cameras or sensors</p> <p>Using a computer</p>	<p>Coding Design, write and debug programs that control or simulate virtual events</p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Decompose programs into smaller parts</p>	<p>Networks Understand that computer networks enable the sharing of data and information</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers</p>
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<p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p>	<p>With support select and use a variety of software to accomplish goals</p> <p>With support select and use a variety of software on a range of digital devices</p> <p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals</p>	<p>Use logical reasoning to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals</p>	<p>Understand what servers are and how they provide services to a network</p> <p>Internet searching</p> <p>Understand how results are selected and ranked by search engines</p> <p>Use simple search technologies</p> <p>Use simple search technologies and recognise that some sources are more reliable than others</p>
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Music

<p>Singing</p> <p>Sing songs with multiple parts with increasing confidence (Stone Age rap/lullaby).</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Singing</p> <p>Sing songs with multiple parts with increasing confidence (Viking song)</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Performing</p> <p>Play and perform in solo or ensemble contexts with confidence (recorders)</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p>	<p>Singing</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Listening</p> <p>Listen with direction to a range of high quality music</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Listen to and recall sounds with increasing aural memory</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Singing</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Composing</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Develop an understanding of formal, written notation which includes minims and quavers</p>
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		Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate	
RE			
<p>What do different people believe about God? Identify beliefs about God that are held by Christians and Hindus.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God. Describe some of the ways in which Christians and Hindus describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p>	<p>Why is the Bible important for Christians today? Recall and name some Bible stories that inspire Christians.</p> <p>Identify at least two ways Christians use the Bible in everyday life.</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p>	<p>Why is Jesus inspiring to some people? Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>Why do people pray? Describe what some believers say and do when they pray.</p> <p>Respond thoughtfully to examples of how praying helps religious believers. Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Explain similarities and differences between how people pray.</p> <p>Consider and evaluate the significance of prayer in the lives of people today.</p>

<p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p>	<p>Suggest why Christians believe that God needs to rescue/save human beings.</p>	<p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible. (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p>	
<p>Harvest Festival</p>	<p>Diwali Halloween Bonfire Night Remembrance Sunday Children in Need Hanukkah Christmas</p>	<p>New Year's Day Chinese New Year Valentine's Day Shrove Tuesday Mother's Day Easter</p>	<p>Ramadan Eid Father's Day</p>
<p>PSHE</p>			
<p>Year 3 Britain Describe what it is like to live in Britain. Talk about what democracy, rules and laws are and why these are important. Talk about what liberty means. Describe a diverse society. Describe what being British means to them and others. Identify rights of British people. Show empathy for situations where people are not living in a democracy.</p>	<p>Year 3 Aiming High Discuss their personal achievements and skills. Identify what a positive learning attitude is. Talk about the range of jobs that people do. Discuss what skills and interests are needed for different jobs. Talk about jobs they might like to do in the future. Discuss what skills they might need to do certain jobs.</p>	<p>Year 3 Be Yourself List some of their achievements and say why they are proud of them. Identify facial expressions associated with different feelings. Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest assertive solutions to scenarios. Explain that the messages they receive from the media about how they should look, think and behave are not always realistic.</p>	<p>Year 3 Money Matters Discuss where money comes from. Talk about reasons people go to work. Discuss payment resources we can use to spend money. Consider why and how people might get into debt. Identify things they want and need. Explain ways we can keep track of what we spend. Discuss some of the consequences of debt.</p>

<p>Think about what society would be like without rules and laws.</p> <p>Explain in detail their own thoughts on human rights.</p> <p>Discuss why showing respect is important.</p> <p>Identify how respect of differing opinions and ideas to their own can be shown.</p> <p>Year 3 It's My Body</p> <p>Explain what happens if they don't sleep enough.</p> <p>Discuss what happens to muscles when we exercise them.</p> <p>Understand they can choose what happens to their body and know when a 'secret' should be shared.</p> <p>Explain that too much sugar is bad for health.</p> <p>Know the difference between medicine and harmful drugs and chemicals.</p> <p>Explain how germs travel and spread disease.</p> <p>List some of the effects of sleep deprivation.</p> <p>Explain the effect of exercise on the heart.</p> <p>Know how to get help for themselves or another in the case of serious problems.</p>	<p>Identify skills and attributes that are useful in many roles.</p> <p>Identify elements of a growth mind-set.</p> <p>Identify and challenge stereotypes.</p> <p>Discuss goals they could set to work towards their ambitions.</p> <p>Discuss challenges many people face and how some people overcome these.</p> <p>Discuss the impact a growth mind-set can have on achieving our goals.</p> <p>Understand that our goals can change and explain why this might happen.</p> <p>Explain the impact of stereotypes and why they need to be challenged.</p> <p>Identify limitations to achieving goals and discuss how challenges can be overcome.</p> <p>Year 4 Respecting Rights</p> <p>Know what human rights are;</p> <p>Understand that all people share the same rights;</p> <p>Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;</p> <p>Know why we have rules and how they help us;</p> <p>Understand that no one should take away our human rights;</p>	<p>Suggest ways to make things right after a mistake has been made.</p> <p>Explain that mistakes help them to learn and grow.</p> <p>Identify their own strengths.</p> <p>Explain that how they are feeling on the inside can affect their facial expressions and body language.</p> <p>Identify and begin to implement strategies to help them cope with uncomfortable feelings.</p> <p>Begin to demonstrate appropriately assertive behaviour.</p> <p>Analyse messages given by the media about how they should look, think and behave.</p> <p>Demonstrate how they are going to make things right after mistakes have been made.</p> <p>Explain what they have learnt and how they have grown from mistakes they have made.</p> <p>Discuss how they could use their strengths and achievements to set aspirational goals.</p> <p>Support others with their internal feelings according to their facial expressions and body language.</p> <p>Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing</p> <p>Identify if behaviour is aggressive, passive or assertive.</p>	<p>Talk about the importance of prioritising our spending.</p> <p>Discuss advertisements that try to influence what we buy.</p> <p>Explain why it is important to keep track of what we spend.</p> <p>Consider how people can try to avoid debt.</p> <p>Talk about how prioritising can lead to saving money for expenses we might need.</p> <p>Discuss why advertisements try to influence what we buy.</p> <p>Identify how keeping track of our spending can help us prioritise and save for other spending that we need to do.</p> <p>Year 3 TEAM</p> <p>Use pictures to express their thoughts, feelings and worries.</p> <p>Plan and create a role play about a team scenario.</p> <p>With support, read clues and work as a team to solve a crime.</p> <p>With support, identify a feeling and how it is being expressed.</p> <p>Show the resolution to a dispute through pictures and with the key words given.</p>
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<p>Explain why eating a balanced diet is important.</p> <p>Know how to check medicine instructions.</p> <p>Know how to inhibit the spread of germs.</p> <p>Describe how a bedtime routine improves the chance of a good night's sleep.</p> <p>Explain why muscles tremble when fatigued.</p> <p>Know the signs of serious problems.</p> <p>Explain why eating a rainbow of food increases minerals and micronutrient intake.</p> <p>Explain what different hazard signs mean. Explain the difference between bacterial and viral infections.</p> <p>Year 4 VIPS</p> <p>Discuss how our attitudes impact new friendships being made;</p> <p>Create a plan for being an anonymous friend over the course of a week;</p> <p>Reflect on the different characters in the dares story and discuss the different outcomes for each character;</p> <p>Work together to create a role play about positive</p>	<p>Explain what respect means and understand how they can respect the rights of others;</p> <p>Describe what a stereotype is and understand how stereotypes can be harmful</p>	<p>Discuss the impact on others of making amends after a mistake has been made.</p> <p>Year 4 Growing up</p> <p>Name the main male and female body parts needed for reproduction;</p> <p>Describe some of the changes boys go through during puberty;</p> <p>Describe some of the changes girls go through during puberty;</p> <p>Describe some feelings young people might experience as they grow up;</p> <p>Talk about their own family and the relationships within it;</p> <p>Understand that there are many different types of families;</p> <p>Identify similarities and differences in different loving relationships;</p> <p>Explain in simple terms how babies are made and how they are born.</p>	<p>Use a word mat to create a list of 'Pass It On' ideas.</p> <p>Work with a partner to write down a change that has come with starting in Year 3.</p> <p>Create a role play about a team scenario.</p> <p>Read clues and work as a team to solve a crime.</p> <p>Identify a feeling and how it is expressed.</p> <p>Show the resolution to a dispute through pictures.</p> <p>Create a list of 'Pass It On' ideas.</p> <p>Discuss why we have worries and concerns at times of change.</p> <p>Discuss who would benefit in the team scenarios acted out in role play.</p> <p>Discuss the impact on resolving the crime if one team mate had not read their clue. Recreate a feelings scenario using a freeze frame.</p> <p>Explain how a dispute can be resolved using pictures and words.</p> <p>Analyse how their 'Pass It On' ideas would benefit their team and beyond.</p> <p>Year 4 One World</p> <p>Describe similarities and differences between people's lives;</p>
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<p>resolution techniques; Create a poster with ideas to help someone who is being bullied.</p> <p>Safety First Discuss things they can do independently that they used to need help with; Describe what a dare is and identify situations involving peer pressure; Know when to seek help in risky or dangerous situations; Identify and discuss some school rules for staying safe and healthy; List some of the dangers we face when we use the road; Describe drugs, cigarettes and alcohol in basic terms; Identify which information they should never share online; Identify who they should tell if they see something online that worries, upsets or confuses them; Explain what it means to be kind and respectful online</p>			<p>Identify opinions that are different from their own; Express their own opinions; Recognise that their actions impact on people in different countries; Know what climate change is; Know there are organisations working to help people in challenging situations in other communities.</p> <p>Think Positive Understand that it is important to look after our mental health; Recognise and describe a range of positive and negative emotions; Discuss changes people may experience in their lives and how they might make them feel; Talk about things that make them happy and help them to stay calm; Identify uncomfortable emotions and what can cause them; Discuss the characteristics of a good learner.</p>
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French

<p>Year 3 Our School Listen and respond to topic vocabulary. Demonstrate understanding with actions. Write sentences converting le/la to un/une.</p>	<p>Year 3 All About Me Give and respond to simple classroom instructions appropriately. Name parts of the body from a song. Identify colours. Name items of clothing.</p>	<p>Year 3 Getting to know you Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so. Count to 10.</p>	<p>Year 3 Time Say and order the days of the week. Say and order the months of the year. Count on from 11-31. Say their own birthday. Ask and answer questions about dates.</p>
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<p>Answer and ask questions using topic vocabulary. From memory, begin to know if nouns from the topic are masculine or feminine. Use a dictionary to develop topic vocabulary further. Write a sentence with an adverbial phrase.</p> <p>Year 4 All around town Name some of the major cities of France; Identify and say typical amenities to be found in French towns; Say and order multiples of ten; Ask and give a simple address in French; Locate the correct part of a bilingual dictionary to translate from French-English or vice versa.</p> <p>On the move Name some types of transport; Use Je... and Tu... correctly in a simple sentence; Respond to simple instructions for direction and movement; Follow simple directions to find a place on a map.</p>	<p>Ask and answer questions using the topic vocabulary. Read and write simple words. Say that un/une relate to masculine & feminine nouns. Use a dictionary to develop topic vocabulary further.</p> <p>Year 4 Going Shopping Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role plays as shopper/shop keeper speaking in French. Greet and respond.</p>	<p>Say how old they are. ...most children will be able to. Use different greetings for different situations. Ask and answer simple questions for each topic area. Use vocabulary they have learnt elsewhere to develop their sentences. Recognise there is a difference between formal and informal language.</p> <p>Year 3 Family and Friends Identify and introduce some of their relations. Name some common pets. Recognise some rooms in their home. Consider whether nouns are masculine or feminine. Make new sentences by substituting other vocabulary appropriately. Use masculine/feminine articles and possessive pronouns.</p> <p>Year 4 Where in the World Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer in a sentence using the topic vocabulary; Use an English/French dictionary to translate from English to French</p> <p>What's the time?</p>	<p>Use simple past and present tenses. Recognise how some larger numbers are made by combining words for smaller numbers. Ask other people for their birthday. Say today's date. Identify the correct language for 'yesterday' and 'tomorrow'</p> <p>Year 3 Food Glorious Food Follow a story and join in the repeated parts. Say what foods from a set they like/dislike. Describe the colour or size of an object. Ask politely for something. Predict a repeated phrase. Make a range of simple statements by substituting vocabulary. Modify a colour adjective. Respond appropriately to a polite request. Recognise the correct determiner depending on gender/number. Select adjectives based on gender/number of nouns. Order sentences correctly.</p> <p>Year 4 Holidays and Hobbies Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary;</p>
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PE			
<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p> <p>Apply basic principles suitable for attacking and defending.</p>	<p>Develop flexibility, strength, technique, control and balance through gymnastics.</p> <p>Perform dances using a range of movement patterns.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Develop flexibility, strength, technique, control and balance through athletics.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve personal best.</p>
Educational visits			
<p>Enrichment through Archaeology</p> <p>Stone Age workshop</p>	<p>Viking workshop</p>	<p>Bosworth Battlefield</p> <p>King Richard 111 Centre</p>	<p>Botanic Gardens</p>