

Lower Key Stage 2

(Year 3 & 4)

LKS2 English Plan : Cycles 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of Reading Book	Core skills Assessment Punctuation Grammar Handwriting Dictionary skills	Texts: Revolting Rhymes Additional Cross-Curricular Texts	Texts: Ice Palace Additional Cross-Curricular Texts	Texts: Novel study continued Additional Cross-Curricular Texts	Texts: Zoo Additional Cross-Curricular Texts	Texts: Werewolf Club Rules Additional Cross-Curricular Texts
English Writing Outcome	Non-chronological report.	Character description	Setting description Narrative	Playscript (dialogue) Climax and resolution (Narrative)	Persuasive text	Performance poetry Writing poetry
Home Learning	Oak Academy Year 3 : Portia Spiders 1-20 Year 4 : The Anglerfish 1-20 Purple Mash Grammarsaurus MyOn 'The teacher who forgot too much'	Oak Academy Year 3 : Man on the Moon lessons 1-15 Year 4 : The Borrowers 1-15 Purple Mash Grammarsaurus MyOn Night of the Scrawler	Oak Academy Year 3 : Aladdin 20 lessons Year 4 : The Robin 20 lessons Purple Mash Grammarsaurus MyOn Dracula	Oak Academy Year 3 : The BFG lessons 1-20 Year 4 : Whale Rider (15 lessons) Purple Mash Grammarsaurus MyOn	Oak Academy Year 3 : Healthy Eating lessons 1-10 Year 4 : Journalistic writing (awaiting copyright) The Day the Crayons Quit lessons 1-15	Oak Academy Year 3 : Monster Pizza lessons 1-10 Year 4 : The Jabberwocky (lessons 1-20) Purple Mash Grammarsaurus MyOn

Cycle 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of Reading Book	Autumn 1 Core skills Assessment Punctuation Grammar Handwriting Dictionary skills	Autumn 1 Texts: Fantastically Great Women Additional Cross-Curricular Texts	Autumn 2 Texts: Revolting Rhymes Additional Cross-Curricular Texts	Spring 1 Texts: Ice Palace Additional Cross-Curricular Texts	Spring 2 Texts: Novel study continued Additional Cross-Curricular Texts	Summer 1 Texts: Zoo Additional Cross-Curricular Texts	Summer 2 Texts: Werewolf Club Rules Additional Cross-Curricular Texts
English Writing Outcome		Non-chronological report.	Character description	Setting description Narrative	Playscript (dialogue) Climax and resolution (Narrative)	Persuasive text	Performance poetry Writing poetry
Home Learning		Oak Academy Year 3 : Portia Spiders 1-20 Year 4 : The Anglerfish 1-20 Purple Mash Grammarsaurus MyOn 'The teacher who forgot too much' 'Go Slow'	Oak Academy Year 3 : Man on the Moon lessons 1-15 Year 4 : The Borrowers 1-15 Purple Mash Grammarsaurus MyOn Night of the Scrawler Beyond the Black Hole	Oak Academy Year 3 : Aladdin 20 lessons Year 4 : The Robin 20 lessons Purple Mash Grammarsaurus MyOn Dracula Do not bring your dragon to the library	Oak Academy Year 3 : The BFG lessons 1-20 Year 4 : Whale Rider (15 lessons) Purple Mash Grammarsaurus MyOn The Bremen town musicians	Oak Academy Year 3 : Healthy Eating lessons 1-10 Year 4 : Journalistic writing (awaiting copyright) The Day the Crayons Quit lessons 1-15 Purple Mash Grammarsaurus MyOn Beastly laughs (monster jokes) The monster at Lake Lobo	Oak Academy Year 3 : Monster Pizza lessons 1-10 Year 4 : The Jabberwocky (lessons 1-20) Purple Mash Grammarsaurus MyOn

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To be taught in this order cycle 2021-22

Cycle 2						
Term	Autumn 1	Autumn 2	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Power of Reading Book	<p>Autumn 1 Local Geography</p> <p>Texts: 'Paperbag Prince' Colin Thompson</p> <p><u>Additional cross-curricular texts</u></p> <p>'Window': Jeannie Baker</p> <p>'Take me back to Italy - Geography Education for Kids: Children Explore the World Books Baby Professor</p>	<p>Autumn 2 Local history – Anglo Saxons</p> <p>Texts: 'Beowulf' (Usborne): Rob Lloyd Jones and Victor Tavares</p> <p><u>Additional cross-curricular texts</u></p> <p>Beowulf: Michael Morpurgo and Michael Foreman</p> <p>Men, Women and Children in Anglo Saxon Times: Jane Bingham</p>	<p>Spring 1: Geography - Italy</p> <p>Texts: 'Boy' Roald Dahl</p> <p><u>Additional cross-curricular texts</u> 'Meet the Ancient Romans' James Davies <i>Picture-book-style information text</i> 'So You Think You've Got It Bad: A Kid's Life in Ancient Rome' Chae Strathie & Marisa Morea The Romans: Gods, Emperors and Dormice</p>	<p>Spring 2: Romans</p> <p>Texts: Ancient Rome – Dorling Kindersley, non-fiction text. 'Poetry Pie' Roger McGough 'Oh, I wish I'd looked after my teeth' Pam Ayres</p> <p><u>Additional cross-curricular texts</u> A Journey Through the Digestive System Emily Sohn</p> <p>The Tooth Book: A guide to Healthy</p>	<p>Summer 1: Rainforests</p> <p>Texts: Charlotte's web E.B White</p> <p><u>Additional cross-curricular texts</u></p> <p>'100 Facts: Rainforests' Camilla De la Bedoyere</p> <p>Rainforest (smart kids) Roger Priddy</p> <p>Lifesize: Rainforest</p>	<p>Summer 2: Carnival</p> <p>Texts: Charlotte's web E.B White</p> <p><u>Additional cross-curricular texts</u></p> <p>The Boy with the Long Hair: Pushpinder Kaur Singh</p> <p>Mardi Gras and Carnival Celebrations in my World: Molly Atolan</p>

				<p>Meet the Ancient Romans: Encounters with the past.</p> <p>Alex Woolf</p> <p>Marcia Williams</p>	<p>Leeth and Gums Edward Miller</p>	<p>Anita Ganeri & Stuart Jackson- Carter</p>	
<p>English Writing Outcome</p>		<p>Setting description</p>	<p>Non- Fiction :Non- chronological report</p>	<p>Write a Haiku poem / Seasons link</p>	<p>Instruction writing Formal letter</p>	<p>Poetry</p>	<p>Diary entry</p>
						<p>Newspaper article</p>	

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNITS:	States of matter	Sound	Electricity	Animals incl. humans – teeth and digestion	Living things and habitats	
FROG	<p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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>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>Identify common appliances that run on electricity.</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>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>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identify that animals including humans need the right types and amount of nutrition.</p> <p>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons for support, protection and movement.</p> <p>Identify that humans and some animals have muscles for support and movement.</p>		

2021-2022.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNITS:	States of matter	Sound	Electricity	Animals incl. humans – teeth and digestion	Living things and habitats	
Sc1	<p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral explanations and displays or presentations of results.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Making careful observations and, where appropriate, taking accurate measurements using standard units.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>Using results to draw simple conclusions.</p> <p>Setting up simple practical enquiries.</p> <p>Making careful observations and, where appropriate, taking accurate measurements using standard units.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Using results to draw simple conclusions.</p>	<p>Living things and habitats</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p>	

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNITS:	States of matter	Sound	Electricity	Animals incl. humans – teeth and digestion	Living things and habitats	
FROG Lilac	Charlie and the Chocolate Factory (Roald Dahl) Once Upon a Raindrop: The Story of Water (James Carter) Sticks (Diane Alber)	Horrid Henry Rocks (Francesca Simon) Moonbird (Joyce Dunbar) The Pied Piper of Hamelin (Natalia Vasquez)	Until I Met Dudley (Roger McGough) Oscar and the Bird: A book About Electricity (Geoff Waring) Electrical Wizard: How Nikola Tesla Lit Up the World (Elizabeth Rusch)	Identify that animals including humans need the right types and amount of nutrition Identify that animals, including humans, cannot make their own food; get nutrition from what they eat. Identify that humans and some other animals have skeletons for support, protection and movement Identify that humans and some animals have muscles for support and movement.		
Books CC reading				Human Body Odyssey (Werner Holzwarth) Crocodiles Don't Brush Their Teeth (Colin Fancly) Wolves (Emily Gravett)	The Vanishing Forest (Richard Platt) The Morning I Met A Whale (Michael Morpurgo) Journey To The River Sea (Eva Ibbotson)	
STEM	DARK MATTER: https://www.ouruniversefor kids.com/dark-matter/ Kids are to carry out a researched based activity on dark matter using these questions as guidance for those that need it https://www.ouruniversefor kids.com/wp-content/uploads/2016/08/d ark-matter.pdf	Sound Survey Using the context of what it would be like for a child with hearing difficulties in school, children develop a set of survey questions to assess the noisiest places in school and work in small groups to survey the site and map their findings. The activity encourages children to reflect on the experiences, needs and feelings of children who are different from themselves and to identify questions	CLIMATE CHANGE PROJECT Switch the energy saver Saving energy around the school This storybook aims to introduce issues of energy use and its environmental impact. Pupils meet the Green Ambassador character Switch, who is a fast-talking expert on technology and all things energy. Switch takes care of others, is happy to be a leader, and always has a plan. Key Messages: <ul style="list-style-type: none">● BE ENERGY AWARE – the energy we use		Shaping our Future Looking at the impacts of climate change on the environment and habitats Shaping our Future Pupils reflect on the possible impacts of climate change on the things they love and produce a creative response entitled 'The future we want'. Pupils could choose to produce artwork, a short presentation or film and these creative responses could be used to create a classroom display or showcased at a school awareness raising even	

Science

	<p>https://wiki.kidzsearch.com/wiki/Dark_matter_useful_link</p>	<p>which could be used to investigate the issues.</p> <p>Ashleys Story: https://www.stem.org.uk/r/esources/elibrav/resource/32204/ashleys-story?_ra=2.220797148.511863198.1630854188-661842668.1627582003 Teachers notes: https://www.stem.org.uk/system/files/elibrav-resources/legacy_files_migrated/24875-Sound_Surveyv.pdf</p>	<p>has an impact on our world</p> <ul style="list-style-type: none"> There are things we can all do to SAVE ENERGY – every little bit count Where possible USE ENERGY EFFICIENT DEVICES We can make a difference if we CHANGE OUR ENERGY HABITS We can make a difference if we tell others and SPREAD THE MESSAGE. <p>Children use the data gathered by KS1 and reception to create a plan of action to save energy around the school</p> <p>Nominate Green Ambassadors from each class to present plan of action to head teacher and monitor its implementation in and around the school.</p>	
			<p>Keep a healthy food diary/chart of the fruit and veg you eat for 1 week.</p> <p>Farm to fork – grow, harvest, prepare and eat a vegetable or fruit.</p>	
<p>School Award</p>				
<p>Further Implementation tools</p>				

<p>2021-2022 Cycle B</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Local Study</p>		<p>Anglo Saxons in Northumberland Year 3 Place the time studied on a time line. Sequence several events within the time period. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources by comparing different versions of the same event. Use a range of sources to find out about a period. Understand why people may have wanted to do something. Select, retrieve and record information relevant to the time period.</p>	<p>Italy</p>	<p>Romans Year 3 Place the time studied on a time line. Sequence several events within the time period. Find out about the everyday lives of people in the time considered. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources by comparing different versions of the same event. Use a range of sources to find out about a period. Compare the time period with our life today. Identify reasons for and results of people's actions Understand why people may have wanted to do something.</p>	<p>Brazil - physical geography</p>	<p>Brazil – human geography</p>
<p>Year 4 Place events from the period studied on a time line. Use terms related to the period and begin to date events.</p>		<p>Year 4 Place events from the period studied on a time line. Use terms related to the period and begin to date events.</p>		<p>Year 4 Place events from the period studied on a time line.</p>	<p>Year 4 Place events from the period studied on a time line.</p>	<p>Year 4 Place events from the period studied on a time line.</p>

Hi
story

		<p>Understand more complex historical terms eg. BC/AD Identify key features and events of time studied. Use evidence to build up a picture of a past event. Begin to recognise links and effects in the time studied. Begin to evaluate the usefulness of different sources. Recall, select and organise historical information to ask and answer questions about the past.</p>		<p>Use terms related to the period and begin to date events. Understand more complex historical terms eg. BC/AD Use evidence to reconstruct life in the time studied. Use evidence to build up a picture of a past event. Begin to recognise links and effects in the time studied. Begin to evaluate the usefulness of different sources. Recall, select and organise historical information to ask and answer questions about the past.</p>		
		<p>Beowulf: Michael Morpurgo and Michael Foreman Men, Women and children in Anglo-Saxon Times: Jane Bingham</p>		<p>Meet the Ancient Romans: James Davies So you think you've got it bad- a kid's life in Ancient Rome: Chae Strathie & Marisa Morea Meet the Ancient Romans- Encounters with the Past: Alex Woolf The Romans- Gods, Emperors and Dormice: Marcia Williams</p>		

<p>2021-2022 Cycle B</p> <p>FROG</p> <p>Geography</p>	<p>Autumn 1</p> <p>Local Geography Year 3</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Use the four points of the compass to build their knowledge of the wider world.</p> <p>Use four-figure grid references to locate places on a simplified map.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use symbols and keys to understand simple maps</p>	<p>Autumn 2</p> <p>Local History (Anglo Saxons)</p>	<p>Spring 1</p> <p>Italy Year 3</p> <p>Use maps, atlases and globes to locate countries in Europe and the UK.</p> <p>Use symbols and keys to understand simple maps and know why a key is needed.</p> <p>Use the term physical geography, identifying them in pictures and on maps.</p> <p>Use the term human features, identifying them in pictures and on maps.</p> <p>Identify key aspects of physical geography, including: rivers, and mountains.</p> <p>Identify key aspects of human geography, including: cities and the distribution of natural resources including water.</p>	<p>Spring 2</p> <p>Romans</p>	<p>Summer 1</p> <p>Brazil – Physical Geography Year 3</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Use four-figure grid references to locate places on a simplified map.</p> <p>Use symbols and keys to understand simple maps and know why a key is needed.</p> <p>Use the term physical geography, identifying them in pictures and on maps.</p> <p>Use the term human features, identifying</p>	<p>Summer 2</p> <p>Brazil Human Geography Year 3</p> <p>Use the term human features, identifying them in pictures and on maps.</p> <p>Identify key aspects of human geography, including: cities and natural resources including water.</p> <p>Year 4</p> <p>Human geography: simply describe human geography features including main cities and land use.</p>
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	<p>and know why a key is needed.</p> <p>Use the term human features, identifying them in pictures and on maps.</p> <p>Use the term physical geography, identifying them in pictures and on maps.</p> <p>Use fieldwork to draw simple sketch maps of human and physical features in a local area.</p> <p>Year 4</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Use eight points of a compass to locate places in the United Kingdom.</p>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European country.</p> <p>Year 4</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p> <p>Human geography: simply describe human geography features including main cities and land use.</p> <p>Locate the world's countries, using maps to focus on Europe and South America, concentrating</p>	<p>them in pictures and on maps.</p> <p>Identify key aspects of physical geography, including: rivers, and mountains.</p> <p>Year 4</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on Europe and South America, concentrating on key physical and human characteristics, countries, and major cities.</p> <p>Use six-figure grid references to locate</p>	
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	<p>Use six-figure grid references to locate places on a large scale OS map.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use symbols and keys to identify features on an OS map, recognising and explaining why a key is important.</p> <p>Human geography: simply describe human geography features including main cities and land use.</p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and a country in Europe.</p> <p>Use fieldwork to draw simple sketch maps of</p>	<p>on key physical and human characteristics, countries, and major cities.</p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and a country in Europe.</p> <p>Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a European country, or a region within South America.</p>	<p>places on a large scale OS map.</p> <p>Use symbols and keys to identify features on an OS map, recognising and explaining why a key is important.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p> <p>Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a European country,</p>	
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	human and physical features in a local area.				or a region within South America.	
	FROG Lilac					
Books CC reading &	Window: Jeannie Baker	Take me back to Italy -- Geography Education for Kids Children Explore the World Books: Baby Professor		100 Facts Rainforest : Camilla de la Bedoyere Rainforest (Smart Kids): Roger Priddy Lifese Rainforests: Anita Ganeri & Stuart Jackson-Carter		
STEM						
School Award						
Further Implementation tools						

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Year 4 – working in small groups throughout the year.</p> <ul style="list-style-type: none"> * Prepare ingredients hygienically using appropriate utensils. * Measure ingredients to the nearest gram accurately. * Follow a recipe demonstrating a range of baking and cooking techniques. * Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) 					
DT	<p>FROG (Art topic)</p>	<p>Levers and linkages Moving parts Xmas card</p> <p>Year 3 and 4</p> <ul style="list-style-type: none"> * Make products by working efficiently (such as by carefully selecting materials). * Refine work and techniques as work progresses, continually evaluating the products design. * Improve upon existing designs, giving reasons for choices. * Disassemble products to understand how they work * Cut materials accurately and safely by selecting appropriate tools. * Measure and mark out to the nearest millimetre. 	<p>(Art topic)</p>	<p>Textiles Sewing containers</p> <p>Year 3 and 4</p> <ul style="list-style-type: none"> * Make products by working efficiently (such as by carefully selecting materials). * Refine work and techniques as work progresses, continually evaluating the products design. * Improve upon existing designs, giving reasons for choices. * Disassemble products to understand how they work * Cut materials accurately and safely by selecting appropriate tools. * Measure and mark out to the nearest millimetre. 	<p>(Art topic)</p>	<p>Electronics?</p> <p>Year 3 and 4</p> <ul style="list-style-type: none"> * Create series and parallel circuits. * Control and monitor models using software designed for this purpose.

		<p>* Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs).</p> <p>* Select appropriate joining techniques.</p> <p>* Choose suitable techniques to construct products or to repair items.</p> <p>* Strengthen materials using suitable techniques.</p> <p>* Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p>* Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs).</p> <p>* Select appropriate joining techniques.</p> <p>* Understand the need for a seam allowance.</p> <p>* Join textiles with appropriate stitching.</p> <p>* Select the most appropriate techniques to decorate textiles.</p> <p>* Choose suitable techniques to construct products or to repair items.</p>		
FROG Lilac		<p>Y2 Objectives Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. Measure and mark out to the nearest centimetre. Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). Shape textiles using templates. Join textiles using running stitch Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Create products using levers, wheels and winding mechanisms.</p>			
Books CC reading		<p>Y3 Objectives Measure and mark out to the nearest millimetre. Moving parts book to analyse mechanisms</p>			

<p>2021-2022 Cycle B</p>	<p>Autumn 1</p> <p>Architecture and Buildings</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use pencil hatching and cross hatching to show tone and texture and shading to show light and shadow.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p>	<p>Autumn 2</p> <p>DT Levers and Linkages Christmas Cards</p>	<p>Spring 1</p> <p>Still Life</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Mix colours effectively to create different moods.</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use pencil hatching and cross hatching to show tone and texture and shading to show light and shadow.</p> <p>Year 4</p>	<p>Spring 2</p> <p>DT Money containers – sewing skills</p>	<p>Summer 1</p> <p>Collage</p> <p>Year 3 Use colling, overlapping, tessellation, mosaic and montage.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail, including layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Year 4 Use colling, overlapping, tessellation, mosaic and montage.</p>	<p>Summer 2</p> <p>Carnival Masks(inc portraits)</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Mix colours effectively to create different moods.</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use pencil hatching and cross hatching to show</p>
<p>Art</p>						

	<p>Replicate patterns observed in natural or built environments.</p> <p>Year 4</p> <p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Experiment with pen, ink and water to show light and shadow.</p> <p>Use pen and ink hatching and cross hatching to show tone and texture.</p>	<p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Use colour effectively to create mood within a painting.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Add materials to provide interesting detail.</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p>	<p>tone and texture and shading to show light and shadow.</p> <p>Year 4</p> <p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Use colour effectively to create mood within a painting.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p>
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		Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Replicate patterns observed in natural or built environments.	Experiment with pen, ink and water to show light and shadow. Use pen and ink hatching and cross hatching to show tone and texture.			Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes).
FROG Lilac						
Books						
CC reading						
CC writing						
STEM						
School Award						
Further Implementation tools						

	Books								
	CC								
	reading								

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	Fitness: Boot Camp (Y3) Can balance on different points of their body. Use hand and eye co-ordination to keep control of an object. Use agility to stop and turn. Use hand and eye co-ordination to balance, carry and travel with an object. Observe and match speed of others.	Sports: Dynamic Dance (Y4) Perform dances with control and co-ordination. Link two or more actions together to form a sequence. Remember and repeat dance movements. Choose movements to communicate a mood or feeling. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Sports: Groovy Gymnastics (Y3) Develop flexibility, strength, technique, control and balance through gymnastics. Plan and perform sequences with up to four controlled movements. Show contrasts such as small/tall, straight curved and wide/narrow.	Sports: Gymnastic Sequences (Y4) Develop symmetrical and asymmetrical balances with a partner in a sequence. Link two or more actions together to form a sequence. Develop critique skills identifying strengths and areas of improvement.	Fitness: Cool Core – Strength (Y3) Perform and link core strength activities in appropriate ways. Learn Pilates techniques. Perform a circuit with accuracy.	Fitness: Fitness frenzy (Y3) Develop agility and co-ordination. Perform simple patterns of movement in a circuit.
Indoor PE	Can describe how my body feels during exercise, using parts of the body to describe the effects. Knows how to exercise safely and understand the importance of warming up and cooling down.					
FROG Lilac	Staying Healthy: Do at least two exercise activities a week.					
School Award						
Further Implementation tools						

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>Basketball Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Throw and catch a ball with control and accuracy.</p>	<p>Football Use rolling, hitting and kicking skills in games. Sprint short distances and run longer distances, conserving energy.</p>	<p>Tag rugby Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Sprint short distances and run longer distances, conserving energy.</p>	<p>Hockey Use rolling, hitting and kicking skills in games.</p>	<p>Summer Sports * Use rolling, hitting and kicking skills in games. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Sprint short distances and run longer distances, conserving energy. Accurately throw a tennis ball both underarm and overarm. Throw and catch a ball with control and accuracy. Strike a ball and field with purpose.</p>	<p>Y4 Swimming and Water Safety: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>Play competitive games, modified where appropriate [for example, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Decide on the best tactical position to be in for the game. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Can describe how my body feels during exercise, using parts of the body to describe the effects. Knows how to exercise safely and understand the importance of warming up and cooling down. Play competitive games, modified where appropriate [for example, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Decide on the best tactical position for the game. Follow the rules of a game Works collaboratively to problem solve. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Understands why warming up before physical activity is important. Understands why physical activity is good for our health.</p>

Outdoor PE

	FROG Lilac							
	School Award							
	Further Implementation tools							

Y3 statements / Y4 statements

* A mixture of tennis, rounders, cricket, golf and athletics

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>Northumbrian Music Focus on listen/appraise and sing/perform Compare and contrast genres and pieces from a variety of historical contexts. Compare local music with that of other cultures.</p> <p>Songs... Gear Change (Modern Sea Shanty) Blaydon Races The Keel Row Compare and contrast with folk songs from other cultures</p> <p>Year 3 Singing *Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft).</p>	<p>Glockenspiel Focus on play, perform and notation</p> <p>Year 3 Performing *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following staff notation using a small range (e.g. middle C-E) as a whole class or in small groups.</p> <p>*Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (C-D-E).</p> <p>*Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases.</p> <p>Year 3 Notation</p>	<p>Electronic Music (Late 20th and early 21st Century</p> <p>Unit to combine objectives from sing, play, perform, improvise, compose and notation. Utilise ipad technology to create pieces</p>	<p>Recorder Focus on play, perform and notation</p> <p>Year 3 Performing *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following staff notation using a small range (e.g. middle C-E) as a whole class or in small groups.</p> <p>*Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (C-D-E).</p> <p>*Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases.</p>	<p>Samba Focus on improvise, compose and notation</p> <p>Year 3 Improvising and Composing</p> <p>*Become more skilled in improvising (using voices, tuned and untuned percussion and instrument taught). Invent short on the spot responses using a limited note range.</p> <p>*Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>*Compose in response to different stimuli e.g. stories verse, images and musical sources.</p> <p>*Combine known rhythmic notation with letter names to create rising and falling</p>	<p>BBC Ten pieces Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) Compare with traditional western classical.</p> <p>Apply and consolidate skills learned across all dimensions of music. Listen, play, improvise, compose and notation.</p>	

Music

<p>* Perform actions confidently and in time to a range of action songs.</p> <p>* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>* Perform as a choir in school assemblies.</p> <p><u>Year 3 Listening</u></p> <p>* Listen to music from a wide range of cultures and traditions.</p> <p>* Begin to place difference styles of music within their historical context.</p> <p>* Discuss and appraise music using technical vocabulary as set out for year 3 in the MMC p.20. (Detailed in frog objectives)</p> <p><u>Year 4 Singing</u></p>	<p>* Recognise the staff, lines spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>* Understand the differences between crotchets and paired quavers</p> <p>* Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p><u>Year 4 Performing</u></p> <p>* Develop facility in the basic skills of a selected instrument over a sustained learning period.</p> <p>* Play and perform melodies following staff notation using a small range (Middle C-G) as a whole class or in small groups.</p> <p>* Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p><u>Year 4 Notation</u></p>	<p><u>Year 3 Notation</u></p> <p>* Recognise the staff, lines spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>* Understand the differences between crotchets and paired quavers</p> <p>* Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p><u>Year 4 Performing</u></p> <p>* Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>* Play and perform melodies following staff notation using a small range (Middle C-G) as a whole class or in small groups.</p> <p>* Perform in two or more parts from simple notation using instruments played in whole class teaching.</p>	<p>phrases using just three notes (do, re mi).</p> <p>* Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p><u>Year 4 Improvising and Composing</u></p> <p>* Improve on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>* Begin to make compositional decisions about the overall structure of improvisations.</p> <p>* Combine known rhythmic notation with the letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	
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	<p>* Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>* Sing rounds and partner songs in different time signatures (2,3, and 4 time) and begin to sing repertoire with small and large leaps as well as simple second part to introduce vocal harmony.</p> <p>* Perform a range of songs in school assemblies</p> <p>Year 4 Listening</p> <p>* Listen to music from a wide range of cultures and traditions.</p> <p>* With increasing accuracy, place difference styles of music within their historical context.</p>	<p>* Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>* Read and perform pitch notation within a defined range (C-G).</p> <p>* Follow and perform simply rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Identify static and moving parts.</p> <p>Year 4 Notation</p> <p>* Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>* Read and perform pitch notation within a defined range (C-G).</p> <p>* Follow and perform simply rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>* Arrange individual notation cards of known note values to create sequences of 2-, 3-, or 4-beat phrases, arranged into bars.</p> <p>* Explore developing knowledge of musical components by composing music to create a specific mood (e.g. creating music to accompany a short film clip).</p> <p>* Introduce major and minor chords</p> <p>* Include instruments played to expand the scope and range of the sound palette available for composition work.</p> <p>* Capture and record ideas using</p> <ul style="list-style-type: none"> - graphic symbols - rhythm notation and time signatures - staff notation - technology 	
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	STEM		Science – understanding how sound is made and travels. Practical experimentation with pitch and volume.		Science – understanding how sound is made and travels using a wind instrument. Practical experimentation with pitch and volume. Learn a new skill	Maths – composition using note values and time signatures.	
	School Award		Learn a new skill				

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p>Year 3 – Getting to know you All about me</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond</p> <p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Begin to engage in conversations</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced.</p> <p>Begin to write short phrases from memory to express ideas.</p> <p>Describe people, places, things and actions orally*</p>	<p>Time</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand</p>	<p>Our School</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand</p>	<p>Animals and Pets In my Town</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand</p>	<p>Where in the World?</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced (including through using a dictionary)</p>	<p>Summer 2</p>

French

			<p>Broaden their vocabulary and develop their ability to understand new words that are introduced (including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>new words that are introduced (including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>new words that are introduced (including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>
FROG Lilac						
Books CC reading						

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG Hinduism I can explain the origin of Hinduism. I can explain the main beliefs. I know special places, festivals and symbols. I can explain the many holy books.	Nativity I can explain where Nazareth is and Mary and Joseph. I can recall the birth of Jesus and the visitors to his birth. I can explain why King Herod wanted to find Jesus.	Islam I can explain the origin of Islam. I can explain the key beliefs of Muslims. I can describe places of worship, festivals and symbols. I can explain the holy book and how it is used.	Good Friday I can recall the Easter story. I can explain the importance of the words at The Last Supper. I can explain Good Friday and the cross and resurrection. I can explain the giving of Easter eggs.	Sikhism I can explain the origin of Sikhism. I can explain the key beliefs of Muslims. I can describe places of worship, festivals and symbols. I can explain the holy book and how it is used.	Judaism I can explain the origin of Judaism. I can explain the key beliefs of Jews. I can describe places of worship, festivals and symbols. I can explain the holy book and how it is used.	
FROG Lilac						
Books CC reading				Bible Stories – The Resurrection by Alain Royer and Georges Carpentier		
School Award	Our World: Celebrate/learn about a festival of another religion or culture.					
Further Implementation tools						

2021-2022 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>Health and wellbeing Make healthy choices about food and drink within a balanced lifestyle, debating topical issues.</p> <p>Understand how branding can affect what foods people choose to buy.</p> <p>Describe how to keep active and recognise some of the challenges of this.</p> <p>Demonstrate simple hygiene routines to prevent spread of bacteria and viruses.</p>	<p>Health and wellbeing Drug, alcohol and tobacco education: Understand that there are drugs (other than medicines) that are common in everyday life, and why people choose them.</p> <p>Can identify the different patterns of behaviour that are related to drug and alcohol use.</p> <p>Can identify why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</p>	<p>Democracy Understand that Britain is a democratic society and can describe what this means.</p> <p>Know about the importance of school rules and the wider rules/law.</p> <p>Discuss the purpose of the local council.</p>	<p>Living in the wider world Recognise what influences people's choices about spending and saving money.</p> <p>Know how people can keep track of their money.</p> <p>Begin to understand the world of work.</p>	<p>Relationships Recognise bullying and how it can make people feel.</p> <p>Discuss different types of bullying and how to respond to incidents of bullying.</p> <p>Describing what to do if they witness bullying.</p> <p>Recognise bullying and how to ask for help or try to solve disputes.</p>	<p>RSE (Y3) Can identify changes during the human life cycle.</p> <p>Understand that change is ongoing.</p> <p>Understand and challenge gender stereotypes.</p> <p>Recognise family differences.</p> <p>I know what makes me feel good, bad and how to cope with a strong feeling.</p> <p>I can explain how I know how other people are feeling. I know why my feelings change as I get older.</p> <p>I understand good habits for looking after my growing body.</p> <p>Understanding what to do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable.</p> <p>Knows when it is good or bad to keep secrets.</p> <p>Know who I can talk to if feeling anxious or unhappy.</p> <p>Can discuss where to find information about growing up.</p>	
	FROG Lilac					

2022-2023 Cycle A	Summer 1 Summer 2			
	<p>Light and Shadow</p> <p>Year 3 Recognise that they need 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 their 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 change.</p> <p>Year 4 Recognise that they need light in order to see</p>	<p>Animals inc Humans</p> <p>Year 3 Identify that animals, including humans, need the right types and amount of nutrition.</p> <p>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons for support, protection and movement.</p> <p>Identify that humans and some animals have muscles for support and movement.</p> <p>Year 4 Identify that animals, including humans, need the right types and amount of nutrition.</p>	<p>Rocks</p> <p>Year 3 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>Recognise that soils are made from rocks and organic matter.</p> <p>Year 4 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</p>	<p>Forces and Magnets</p> <p>Year 3 Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 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>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 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
Science				

	<p>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 their 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 change.</p> <p><u>Working Scientifically</u></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using</p>	<p>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons for support, protection and movement.</p> <p>Identify that humans and some animals have muscles for support and movement.</p> <p><u>Working Scientifically</u></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</p>	<p>lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Working Scientifically</u></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes</p>	<p>Year 4</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 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>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 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Working Scientifically</u></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</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><u>Working Scientifically</u></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>
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	<p>standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral explanations and displays or presentations of results.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of directed ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral explanations and displays or presentations of results.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>Setting up simple practical enquiries.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral explanations and displays or presentations of results.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>	<p>Reporting on findings from enquiries, including oral explanations and displays or presentations of results.</p> <p>Using results to draw simple conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions.</p>
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	FROG Lilac								
	Books								
	CC reading								
	STEM								
	School Award								

2022-2023 Cycle A	FROG	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Local area (Geography)	Invasion - changes <u>Year 3</u> Place the time studied on a time line. Sequence several events within the time period. Use dates and historical terms related to the study time period. Find out about the everyday lives of people in the time considered. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources by comparing different versions of the same event. Use a range of sources to find out about a period. Compare the time period with our life today.	Stone Age to Iron Age <u>Year 3</u> Place the time studied on a time line. Sequence several events within the time period. Use dates and historical terms related to the study time period. Find out about the everyday lives of people in the time considered. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources by comparing different versions of the same event. Use a range of sources to find out about a period. Compare the time period with our life today. Identify reasons for and results of people's actions Understand why people may have wanted to do something. Select, retrieve and record information relevant to the time period.	Egypt (Geography)	Antient Egypt <u>Year 3</u> Place the time studied on a time line. Sequence several events within the time period. Use dates and historical terms related to the study time period. Find out about the everyday lives of people in the time considered. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources by comparing different versions of the same event. Use a range of sources to find out about a period.	
History							

		<p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something.</p> <p>Select, retrieve and record information relevant to the time period.</p> <p><u>Year 4</u> Place events from the period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex historical terms eg. BC/AD</p> <p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Begin to recognise links and effects in the time studied.</p>	<p><u>Year 4</u> Place events from the period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex historical terms eg. BC/AD</p> <p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Begin to recognise links and effects in the time studied.</p> <p>Begin to offer reasonable explanations for some events.</p> <p>Begin to evaluate the usefulness of different sources. Choose relevant material to present a view of one aspect of life in a past time.</p> <p>Recall, select and organise historical information to ask and answer questions about the past.</p>	<p>Compare the time period with our life today.</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something.</p> <p>Select, retrieve and record information relevant to the time period.</p> <p><u>Year 4</u> Place events from the period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex historical terms eg. BC/AD</p> <p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Use evidence to build up a picture of a past event.</p>
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<p>2022-2023 Cycle B</p> <p>FROG</p>	<p>Autumn 1</p> <p>Local Area Study Year 3</p> <p>Use maps, atlases and globes to locate countries in Europe and the UK.</p> <p>Use the four points of the compass to build their knowledge of the wider world.</p> <p>Use four-figure grid references to locate places on a simplified map.</p> <p>Use symbols and keys to understand simple maps and know why a key is needed.</p> <p>Use the term physical geography, identifying them in pictures and on maps.</p> <p>Use the term human features, identifying them in pictures and on maps.</p> <p>Locate countries and cities of the United</p>	<p>Autumn 2</p> <p>Invasion/Changes in the UK</p>	<p>Spring 1</p> <p>Stone Age to Iron Age</p>	<p>Spring 2</p> <p>Stone Age to Iron Age</p>	<p>Summer 1</p> <p>Geography of Egypt Year 3</p> <p>Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and another country.</p> <p>Use the term physical geography, identifying them in pictures and on maps.</p> <p>Use the term human features, identifying them in pictures and on maps.</p> <p>Identify key aspects of physical geography, including: rivers, and mountains.</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Year 4</p>	<p>Summer 2</p> <p>Ancient Egypt</p>
<p>Geography</p>						

	<p>Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains, coasts and rivers).</p> <p>Year 4</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use eight points of a compass to locate places in the United Kingdom.</p> <p>Use six-figure grid references to locate places on a large scale OS map.</p> <p>Use symbols and keys to identify features on an OS map, recognising and explaining why a key is important.</p> <p>Use fieldwork to draw simple sketch maps of human and physical features in a local area.</p> <p>Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p>		<p>Begin to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a European country, or a region within South America.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Physical geography: simply describe physical features including mountains, volcanoes, rivers and earthquakes.</p> <p>Human geography: simply describe human geography features including main cities and land use.</p> <p>Locate the world's countries, using maps to focus on Europe and South America, concentrating on key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	
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2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Year 4 – working in small groups throughout the year.</p> <ul style="list-style-type: none"> * Prepare ingredients hygienically using appropriate utensils. * Measure ingredients to the nearest gram accurately. * Follow a recipe demonstrating a range of baking and cooking techniques. * Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) 					
FROG	Art (Local Landscapes)	Christmas Decorations sewing skills Year 3 and 4	Art (Cave painting)		Stable Structures Mini greenhouses Year 3 and 4	Art (Printing Ancient Egypt)
DT		<ul style="list-style-type: none"> * Make products by working efficiently (such as by carefully selecting materials). * Refine work and techniques as work progresses, continually evaluating the products design. * Improve upon existing designs, giving reasons for choices. * Disassemble products to understand how they work 			<ul style="list-style-type: none"> * Make products by working efficiently (such as by carefully selecting materials). * Refine work and techniques as work progresses, continually evaluating the products design. * Improve upon existing designs, giving reasons for choices. * Disassemble products to understand how they work * Cut materials accurately and safely by selecting appropriate tools. * Measure and mark out to the nearest millimetre. * Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). 	<ul style="list-style-type: none"> * Measure and mark out to the nearest millimetre. Select appropriate joining techniques.

	School Award								
	Further Implementation tools								

2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>Local Landscapes</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Mix colours effectively to create different moods.</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use pencil hatching and cross hatching to show tone and texture and shading to show light and shadow.</p>	<p>(D&T Sewing Christmas decorations)</p> <p>Cave Painting</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Experiment with a range of mark making materials to create tools for painting and extract pigments from natural materials to create paint. (linked to History/Stone Age)</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use clay and other mouldable materials.</p> <p>Year 4 Develop ideas from starting points throughout the curriculum</p>	<p>Tba</p>	<p>(D&T Stable structures make a mini greenhouse)</p>	<p>Printing</p> <p>Year 3 Develop ideas from starting points throughout the curriculum.</p> <p>Adapt and refine ideas as they progress.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers and begin to create artwork influenced by artists studied.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p> <p>Year 4</p>		

	<p>Include texture that conveys feelings, expression or movement.</p> <p>Year 4</p> <p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Use colour effectively to create mood within a painting.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use clay and other mouldable materials.</p>		<p>Develop ideas from starting points throughout the curriculum and collect information, sketches and resources.</p> <p>Explore, adapt and refine ideas as they progress.</p> <p>Comment on artwork using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to create original pieces of work.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>
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	<p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Experiment with pen, ink and water to show light and shadow.</p> <p>Use pen and ink hatching and cross hatching to show tone and texture.</p> <p>Include texture that conveys feelings, expression or movement.</p>					
FROG Lilac						
Books CC reading						

2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>E Safety 3.2</p> <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p> <p>To consider if what can be read on websites is always true.</p> <p>To look at a 'spoof' website.</p> <p>To create a 'spoof' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p>	<p>Coding 3.1</p> <p>To understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>To understand that there are different types of timers.</p> <p>To be able to select the right type of timer for a purpose.</p> <p>To understand how to use the repeat command.</p> <p>Touch Typing 3.4</p> <p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p>To practice and improve typing for home, bottom, and top rows.</p> <p>To practice the keys typed with the left hand.</p> <p>To practice the keys typed with the right hand.</p>	<p>Email 3.5</p> <p>To think about the different methods of communication.</p> <p>To open and respond to an email.</p> <p>To write an email to someone from an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p>	<p>Spreadsheets 3.3</p> <p>To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data.</p> <p>To introduce the 'more than', 'less than' and 'equals' tools.</p> <p>To introduce the 'spin' tool and show how it can be used to count through times tables</p> <p>To learn about describing cells using their addresses.</p> <p>Branching Databases 3.6</p> <p>To sort objects using just YES/NO questions.</p> <p>To complete a branching database using 2Question.</p> <p>To create a branching database of own choice.</p>	<p>Simulations 3.7</p> <p>To find out what a simulation is and understand the purpose of simulations.</p> <p>To explore a simulation, making choices and discussing their effects.</p> <p>To work through and evaluate a more complex simulation.</p> <p>Graphing 3.8</p> <p>To enter data into a graph and answer questions.</p> <p>To solve an investigation and present the results in graphic form.</p>	<p>Presenting 3.9</p> <p>To create a page in a presentation.</p> <p>To add media to a presentation.</p> <p>To add animations into a presentation.</p> <p>To add timings to a presentation.</p> <p>To use the skills learnt in previous weeks to design and present an effective presentation.</p>
FROG Lilac						

Computing

	Books CC reading							
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2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>Can balance on different points of their body. Use hand and eye co-ordination to keep control of an object. Use agility to stop and turn. Use hand and eye co-ordination to balance, carry and travel with an object. Observe and match speed of others.</p>	<p>Sports: African dance (Y3)</p> <p>Perform dances with control and co-ordination. Link two or more actions together to form a sequence. Remember and repeat dance movements. Choose movements to communicate a mood or feeling. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Sports: Groovy Gymnastics (Y3)</p> <p>Develop flexibility, strength, technique, control and balance through gymnastics. Plan and perform sequences with up to four controlled movements. Show contrasts such as small/tall, straight curved and wide/narrow.</p>	<p>Sports: Gymnastic Sequences (Y4)</p> <p>Develop symmetrical and asymmetrical balances with a partner in a sequence. Link two or more actions together to form a sequence. Develop critique skills identifying strengths and areas of improvement.</p>	<p>Cool Core (Y4)</p> <p>Perform and link core strength activities in appropriate ways. Learn Pilates techniques. Perform a circuit with accuracy.</p>	<p>Fitness: Fitness frenzy (Y4)</p> <p>Develop agility and co-ordination. Perform simple patterns of movement in a circuit.</p>	
Indoor PE	Can describe how my body feels during exercise, using parts of the body to describe the effects. Knows how to exercise safely and understand the importance of warming up and cooling down.					
	FROG Lilac					
	School Award	Staying Healthy: Do at least two exercise activities a week.				
Further Implementation tools						

2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p>Basketball Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Throw and catch a ball with control and accuracy.</p>	<p>Football Use rolling, hitting and kicking skills in games. Sprint short distances and run longer distances, conserving energy.</p>	<p>Tag rugby Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Sprint short distances and run longer distances, conserving energy.</p>	<p>Hockey Use rolling, hitting and kicking skills in games.</p>	<p>Summer Sports * Use rolling, hitting and kicking skills in games. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Use running and jumping in isolation and in combination. Sprint short distances and run longer distances, conserving energy. Accurately throw a tennis ball both underarm and overarm. Throw and catch a ball with control and accuracy. Strike a ball and field with purpose.</p>	
	<p>Y4 Swimming and Water Safety: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Decide on the best tactical position to be in for the game. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Can describe how my body feels during exercise, using parts of the body to describe the effects. Knows how to exercise safely and understand the importance of warming up and cooling down. Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Decide on the best tactical position for the game. Follow the rules of a game Works collaboratively to problem solve. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Understands why warming up before physical activity is important. Understands why physical activity is good for our health.</p>					

Outdoor PE

	FROG Lilac							
	School Award							
	Further Implementation tools							

Y3 statements / Y4 statements

*A mixture of tennis, rounders, cricket, golf and athletics

2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>Opera - Hansel and Gretel (ROH)</u></p> <p><u>Year 3 Singing</u> *Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft).</p> <p>*Perform actions confidently and in time to a range of action songs.</p> <p>*Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>*Perform as a choir in school assemblies.</p> <p><u>Year 3 Listening</u></p>	<p><u>Glockenspiels</u> <u>(Play and sing Christmas carols and songs towards the end of term)</u></p> <p><u>Year 3 Performing</u> *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following notation using a small range (e.g. middle C-E) as a whole class or in small groups.</p> <p>*Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (C-D-E).</p> <p>*Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases.</p>	<p>Blackbird and other songs by the Beatles</p> <p>Further develop listening, singing, playing and performing skills. Opportunities for improvisation and composition.</p> <p><u>Year 3 Singing</u> *Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft).</p> <p>*Perform actions confidently and in time to a range of action songs.</p> <p>*Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p><u>Recorders</u></p> <p><u>Year 3 Performing</u> *Develop facility in playing tuned percussion or melodic instruments. Play and perform melodies following staff notation using a small range (e.g. middle C-E) as a whole class or in small groups.</p> <p>*Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (C-D-E).</p> <p>*Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Extend to question and answer phrases.</p> <p><u>Year 3 Notation</u></p>	<p>Anne Meredith Connect It (BBC Ten Pieces) <u>Year 3 Improvising and Composing</u></p> <p>*Become more skilled in improvising (using voices, tuned and untuned percussion and instrument taught). Invent short on the spot responses using a limited note range.</p> <p>*Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>*Compose in response to different stimuli e.g. stories, verse, images and musical sources.</p> <p>*Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re mi).</p>	<p>Genre and pieces TBA Apply and consolidate skills learned across all dimensions of music. Listen, play, improvise, compose and notation.</p>
Music						

<p>* Listen to music from a wide range of cultures and traditions.</p> <p>* Begin to place difference styles of music within their historical context.</p> <p>* Discuss and appraise music using technical vocabulary as set out for year 3 in the MMC p.20. (Detailed in frog objectives)</p> <p><u>Year 4 Singing</u></p> <p>* Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>* Sing rounds and partner songs in different time signatures (2,3, and 4 time) and begin to sing repertoire with small and large leaps as well as simple second part to</p>	<p><u>Year 3 Notation</u></p> <p>* Recognise the staff, lines spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>* Understand the differences between crotchets and paired quavers</p> <p>* Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p><u>Year 4 Performing</u></p> <p>* Develop facility in the basic skills of a selected instrument over a sustained learning period.</p> <p>* Play and perform melodies following staff notation using a small range (Middle C-G) as a whole class or in small groups.</p> <p>* Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p><u>Year 4 Notation</u></p>	<p>* Perform as a choir in school assemblies.</p> <p><u>Year 3 Listening</u></p> <p>* Listen to music from a wide range of cultures and traditions.</p> <p>* Begin to place difference styles of music within their historical context.</p> <p>* Discuss and appraise music using technical vocabulary as set out for year 3 in the MMC p.20. (Detailed in frog objectives)</p> <p><u>Year 4 Singing</u></p> <p>* Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>* Sing rounds and partner songs in different time</p>	<p>* Recognise the staff, lines spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>* Understand the differences between crotchets and paired quavers</p> <p>* Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p><u>Year 4 Performing</u></p> <p>* Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>* Play and perform melodies following staff notation using a small range (Middle C-G) as a whole class or in small groups.</p> <p>* Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p>	<p>* Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p><u>Year 4 Improvising and Composing</u></p> <p>* Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>* Begin to make compositional decisions about the overall structure of improvisations.</p> <p>* Combine known rhythmic notation with the letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>* Arrange individual notation cards of known note values to create sequences of 2-, 3-</p>
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	<p>introduce vocal harmony.</p> <p>* Perform a range of songs in school assemblies</p> <p><u>Year 4 Listening</u></p> <p>* Listen to music from a wide range of cultures and traditions.</p> <p>* With increasing accuracy, place difference styles of music within their historical context.</p> <p>* Discuss and appraise music using technical vocabulary as set out for year 4 in the MMC p.20. (Detailed in frog objectives)</p>	<p>* Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>* Read and perform pitch notation within a defined range (C-G).</p> <p>* Follow and perform simply rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>signatures (2,3, and 4 time) and begin to sing repertoire with small and large leaps as well as simple second part to introduce vocal harmony.</p> <p>* Perform a range of songs in school assemblies</p> <p><u>Year 4 Listening</u></p> <p>* Listen to music from a wide range of cultures and traditions.</p> <p>* With increasing accuracy, place difference styles of music within their historical context.</p> <p>* Discuss and appraise music using technical vocabulary as set out for year 4 in the MMC p.20. (Detailed in frog objectives)</p>	<p><u>Year 4 Notation</u></p> <p>* Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>* Read and perform pitch notation within a defined range (C-G).</p> <p>* Follow and perform simply rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>, or 4-beat phrases, arranged into bars.</p> <p>* Explore developing knowledge of musical components by composing music to create a specific mood (e.g. creating music to accompany a short film clip).</p> <p>* Introduce major and minor chords</p> <p>* Include instruments played to expand the scope and range of the sound palette available for composition work.</p> <p>* Capture and record ideas using</p> <ul style="list-style-type: none"> - graphic symbols - rhythm notation and time signatures - staff notation - technology 	
FROG Lilac						

	Books CC reading					
STEM	STEM Science – understanding how sound is made and travels. Practical experimentation with pitch and volume.	Science – understanding how sound is made and travels using a wind instrument Practical experimentation with pitch and volume.	Science – understanding how sound is made and travels using a wind instrument Practical experimentation with pitch and volume. Learn a new skill	Maths – composition using note values and time signatures.		
School Award	Learn a new skill	Learn a new skill				

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>Year 3 – Getting to know you All about me</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond</p> <p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Begin to engage in conversations</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced.</p> <p>Begin to write short phrases from memory to express ideas.</p> <p>Describe people, places, things and actions orally*</p>	<p>Family and friends</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p>	<p>Food Glorious Food</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand</p>	<p>Holidays and Hobbies</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced</p>	<p>Gone Shopping</p> <p>Listen attentively to spoken language and show understanding by beginning to join in and respond (joining in and responding)</p> <p>Explore the patterns and sounds of language through songs and rhymes (and link the sound and meaning of words).</p> <p>Begin to engage in conversations (ask and answer questions and respond to those of others).</p> <p>Begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and begin to show understanding of words, phrases and simple writing</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to develop more accurate pronunciation</p> <p>Begin to appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced (including through using a dictionary)</p>	

French

		<p>Broaden their vocabulary and develop their ability to understand new words that are introduced (including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>new words that are introduced (including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>(including through using a dictionary)</p> <p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>Begin to write short phrases from memory to express ideas (and adapt these to create new sentences, to express ideas)</p> <p>Describe people, places, things and actions orally*</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>
FROG Lilac					
Books					
CC reading					

2022-2023 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p>I can explain who and where Buddhism was founded.</p> <p>I can explain the main beliefs held by Buddhists.</p> <p>I can explain which places are special for Buddhists.</p> <p>I can explain what happens at the major Buddhist festival.</p> <p>I can explain what the Buddhist holy book is and what is in it.</p> <p>I can name and explain the meaning of Buddhist symbols.</p>	<p>People of Faith</p> <p>I can retell the story of Malala Yousafzai.</p> <p>I can identify the Dalai Lama's beliefs.</p> <p>I can explore Rabbi Jonathan Sack's beliefs.</p> <p>I can explain how Fauja Singh's faith helped him.</p> <p>I can discuss what inspiration means.</p> <p>I can examine the role of beliefs in my life.</p>	<p>Christianity</p> <p>I can explain who founded Christianity and where it was founded.</p> <p>I can explain the main beliefs of Christianity.</p> <p>I can identify Christian special places and explain why they are special.</p> <p>I can name and explain the main Christian festivals.</p> <p>I understand how the Bible is organised and can navigate my way around it.</p> <p>I can name and explain the key symbols of Christianity.</p>	<p>Food and Fasting</p> <p>To discuss the different ways food is thought about and used in our everyday lives.</p> <p>To explore religious rules about food and know what 'kosher' is.</p> <p>To explore the different effects of abstaining from something.</p> <p>To explore how and why religious believers fast.</p> <p>To understand how food is used for celebration in religions.</p> <p>To apply what I have learnt about the role of food in religions to plan a feast event.</p>	<p>Pilgrimages</p> <p>I can explain the role of pilgrimage in Buddhism.</p> <p>I can explain the role of pilgrimage in Christianity.</p> <p>I can explain the role of pilgrimage in Hinduism.</p> <p>I can explain the role of pilgrimage in Islam.</p> <p>I can explain the role of pilgrimage in Judaism.</p> <p>I can describe a special journey I have undertaken.</p>	<p>The Bible</p> <p>To discuss what makes an item sacred.</p> <p>To identify and compare different books of the Bible and their authors.</p> <p>To explore different text types in the Bible.</p> <p>To understand how stories are used in the Bible to teach lessons.</p> <p>To explain how Christians use the Bible and why it is important to them.</p> <p>To compare a personal sacred item with the Christian sacred text of the Bible.</p>	
FROG Lilac						
Books CC reading						

Our World: Celebrate/learn about a festival of another religion or culture.

	School Award				
	Further Implementation tools				

<p>2022-2023 Cycle A</p>	<p>Autumn 1</p> <p>Health and wellbeing</p> <p>Know about ways to celebrate achievements</p> <p>Know about personal strengths and how to develop them</p> <p>Know about feelings that are good and not so good</p> <p>Know how feelings can be managed – both their own and other peoples</p> <p>About risk, danger and hazard</p> <p>Know about asking for help</p> <p>Know about techniques to resist pressure</p> <p>Know how pressure is exerted and how it can be resisted</p>	<p>Autumn 2</p> <p>British Values</p> <p>Know what Democracy is</p> <p>Know what a Dictatorship is</p> <p>To consider the importance of Rule of Law & Individual Liberty</p>	<p>Spring 1</p> <p>Relationships</p> <p>Know about the concept of keeping something confidential or secret</p> <p>Know about acceptable and unacceptable physical contact</p> <p>Know how to respond to unacceptable physical contact</p> <p>Know how to recognise and manage dares</p> <p>Know how to develop and maintain positive, healthy relationships</p> <p>Know how our actions can affect ourselves and others</p> <p>Be aware of different types of relationships</p> <p>Learn about similarities and differences between people</p> <p>Know about recognising and caring about other peoples' feelings</p>	<p>Spring 2</p> <p>Money Matters</p> <p>Learn about the role of money in their own and others' lives</p> <p>Know about concepts related to money</p> <p>Know what it means to be 'enterprising'</p>	<p>Summer 1</p>	<p>Summer 2</p> <p>RSE (Y3)</p> <p>Can identify changes during the human life cycle.</p> <p>Understand that change is ongoing.</p> <p>Understand and challenge gender stereotypes.</p> <p>Recognise family differences. I know what makes me feel good, bad and how to cope with a strong feeling.</p> <p>I can explain how I know how other people are feeling.</p> <p>I know why my feelings change as I get older.</p> <p>I understand good habits for looking after my growing body.</p> <p>Understanding what to do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable.</p> <p>Knows when it is good or bad to keep secrets.</p>
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