

### Shoreham Village School Long Term Plan for Years 3-4 Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Power of Reading Texts</b>	Stig of the Dump By Clive King	Varjak Paw by S F Said	The Firework Maker's daughter by Phillip Pullman	The Pebble in my Pocket by Meredith Hooper	Who let the Gods out? By Max Evans	The Weather Weaver by T Mori
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length/Perimeter/Area Number: Fractions	Number: Fractions Decimals Measurement: Mass and Capacity	Number: Decimals - Money Measurement: Time Measurement: Statistics	Geometry: Properties of Shape Position and Direction
<b>English</b>	Diary, poetry, character descriptions, setting description, notes/letters, debate – for/against, an interview, poster – persuasive writing, police report, story map, final chapter	Speech and thought bubbles, diary entry, persuasive note, poetry, descriptive writing, annotated story map, newspaper report, speech and an interview	New book cover design based on title, effective story opening, author and country fact-files, character descriptions, diary entry, argument – for/against, story map, letter writing, tiger description, conversation writing, scene description, short story	Poetry, descriptive phrases, short story, scene descriptions, animal life story, story board planning, recount of a day, a day in the life of a cave family or boy, playscript	Speech and thought bubbles, diary entry, persuasive note, descriptive phases of a scene, thought bubble, story map – annotated, poetry, newspaper headlines and report, interview	Diary entry, Character description, Instructions, Interview, Speech. Poetry, writing in role, story map
<b>Science</b>	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Plants (Yr 3) -Identify and describe the functions of different parts	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Forces and Magnets To be able to compare	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Animals including Humans (Teeth and Digestion)	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Rocks and Soils Different materials, including rocks, have	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Basic First Aid -emergencies and calling for help	Yr 3 Plants (Gathering evidence of life cycles) Yr 4 Living Things and their habitats  Living Things and their habitats.

	<p>of plants; roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> <li>- the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>- the ways in which water is transported within plants.</li> <li>- the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>how things move on different surfaces.</p> <ul style="list-style-type: none"> <li>- To be able to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>- To be able to observe how magnets attract or repel each other and attract some materials and not others.</li> <li>- To be able to compare a variety of everyday materials on the basis of whether they are attracted to a magnet.</li> <li>- To be able to group together a variety of everyday materials on the basis of whether they are attracted to a magnet.</li> <li>- To be able to identify some magnetic materials.</li> <li>- To be able to describe magnets as having 2 poles.</li> </ul>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To know that food is broken down further in the stomach and intestine and absorbed into the blood stream with water.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>To know that animals and humans have teeth to help them eat.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>different properties Y3 Rocks</p> <p>MIXING AND SEPARATING MATERIALS: Mixtures occur when materials are mixed together but don't react to each other.</p> <p>Soils are a mixture of rocks and organic matter. (Y3 Rocks)</p> <p>Fossils are formed when trapped within rock. (Y3 Rocks)</p> <p>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 soil are made from rocks and organic matter.</p>	<ul style="list-style-type: none"> <li>-head injuries</li> <li>-bites and stings</li> <li>-asthma</li> <li>-bleeding</li> <li>-basic life support</li> </ul>	<p>To know that living things can be grouped in a variety of ways.</p> <p>To be able to use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To be able to recognise that environments can change.</p> <p>To be aware that changes can sometimes pose dangers to living things.</p>
<b>Computing</b>	<p><b>Unit 3.1 Coding</b> A physical system; If commands; Variables; Repetition; Debugging</p>	<p><b>Unit 3.2 Online Safety</b> the importance of passwords and keeping passwords safe; how communities connect, together, using the Internet and look at blogging as a way of connecting and communicating; to</p>	<p><b>Unit 3.3 Spreadsheets</b> Introduction to spreadsheets; Using tools to calculate tools; Create pie charts and bar charts; Advanced mode and cell addresses.</p> <p><b>Unit 3.4 Touch-Typing</b> Home, top and bottom row keys</p>	<p><b>Unit 3.5 Email Communication</b> Composing emails Using emails safely Attachments Email simulations</p>	<p><b>Unit 3.6 Branching Databases</b> Introducing databases Branching databases Creating a branching database on a computer.</p> <p><b>Unit 3.7 Simulations</b> What are simulations Exploring simulations</p>	<p><b>Unit 3.8 Graphing</b> Introducing 2graph Using 2graph in an investigation</p>

		understand that not everything on the Internet is true and whilst it is a fantastic resource the children need to ask themselves, is it fact or fiction?	Left keys Right keys		Analysing and evaluating simulations	
<b>PSHE</b>	<b>Healthy Relationships</b> Recognise and respond to feelings in others; Secrets – when to keep and when to break; Dares; what constitutes a positive, healthy relationship; judge what kind of physical contact is acceptable or unacceptable and how to respond; work collaboratively towards shared goals learn that their actions affect themselves and others.	<b>Healthy Relationships</b> To work collaboratively towards shared goals; To learn that their actions affect themselves and others; : To develop strategies to solve disputes and conflict through negotiation and appropriate compromise; To recognise and challenge stereotypes; To be aware of different types of relationships, including those between friends and families;	<b>Living in the Wider World - Rights and responsibilities</b> Including: rules and laws keep us safe; That everyone has human rights; the consequences of anti-social behaviours.	<b>Living in the Wider World - Rights and responsibilities</b> including: About different kinds of responsibilities and rights About resolving differences About the range of national, regional, religious and ethnic identities in the UK About how the media present information <b>Taking Care of the Environment</b> Including: About rights, responsibilities and duties we have to take care of the environment About being part of a community. How other people live in different parts of the world	<b>Health and Wellbeing - Healthy Lifestyles</b> including: About making informed choices in relation to their health About opportunities they have to make their own choices about food About what makes up a balanced diet About bacteria and viruses How to reduce the spread of bacteria and viruses Growing and Changing including: About ways to celebrate achievements About personal strengths and areas for development About feelings that are good and not so good How we can manage these feelings About the kinds of change that happen in life How feelings of loss and grief may be expressed	<b>Health and Wellbeing &amp; RSE</b> Keeping safe including: About school rules for health and safety About where and how to get help About who they can trust to take care of their bodies That they have the right to protect their bodies from unwanted contact About consent (giving permission) Strategies that keep us safe About physical, emotional and online safety About the importance of personal safety  RSE: Year 3: Differences: Male and Female; Personal Space; Family differences  RSE: Year 4: Growing and changing; What is puberty? Puberty, changes and reproduction
<b>SEL</b>	<b>Meet Your Brain</b>	<b>Celebrate</b>	<b>Appreciate</b>	<b>Relate</b>	<b>Engage</b>	
<b>Art</b>	Drawing Painting Artists/ Architects/Designers: Giorgio Morandi		Textiles Artists/ Architects/Designers: Kaffe Fassett, Chinese Batik.		3D Modelling Artists/ Architects/Designers: Noriko Kuresumi, Barbara Hepworth <b>SCULPTURE:</b>	

	<p>Vincent Van Gogh, Theresa Paden</p> <p><b>DRAWING:</b> Know different pencil grades and can select these for purpose showing line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p><b>PAINTING:</b> Create a colour wheel independently. Be able to identify complementary colours. Name key artists that use complementary colours.</p>		<p>Kazuhiro Takadoi</p> <p><b>TEXTILES:</b> Identify different types and textures of fabrics and materials. Know how to colour textiles with different mediums. Know how to thread a needle and use more than one type of stitch.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Know how to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Know how to create and use dyes i.e. onion skins, tea, coffee. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Explore using resist paste and batik Demonstrate experience in looking at fabrics from other countries.</p> <p>Know the difference between sewing and embroidery. Know different techniques for stitch embroidery. Know how to apply decoration using needle and thread.</p>		<p>Understand that clay has been used for many years to create sculptures as well as important historical artefacts. Know different techniques when working with clay and other sculpting materials.</p> <p>Know that paper can be used in a range of different ways to create a sculpture. Know the process of how to create a paper maché sculpture</p>	
<b>DT</b>		<p>Shell structures using CAD -Desk Tidies Investigate and evaluate various structures – nets of boxes etc; Use kit parts</p>		<p>Textiles – 2D – 3D <b>Easter gifts</b> (Textiles – 2D shape to 3D project) Know how to strengthen, stiffen and</p>	<p>Cooking and Nutrition – Healthy and varied diet – <b>Blueberry muffin and fruit tart</b></p>	

		with flat faces to construct nets. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes; Designing net shape structure		reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.		Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.
<b>Music</b>	<b>Pulse</b> maintain a steady pulse whilst singing or playing an instrument; show their understanding of pulse by leading simple performance directions (call and response); maintain an ostinato; compose a simple piece with a group, using <a href="#">ostinato</a> ; maintain a part in a piece and respond to cues.	<b>Rhythm</b> Understand rhythm and musical texture; demonstrate a strong sense of rhythm and pulse; identify rhythms and rests in songs and use these as inspiration for their own music; work as part of a group to compose an 8 bar piece of music in 4/4; add body percussion and percussion instruments into their own pieces of music; perform as a group.  <b>Learn to play an instrument – ukulele</b> - how to hold it; strings; notes; chords	<b>Pitch</b> understand what pitch means and recognise and sing high and low sounds; understand what a scale is and focus on the pentatonic scale, listening to familiar music that uses it; use graphic notation to demonstrate changes in pitch that demonstrate the pentatonic scale; understand "motif" and identify motifs in music, demonstrate motifs using percussion instruments.	<b>Technology, structure and form</b> can understand musical form including the AB form can create a short piece of music using AB musical structure can understand how to use music sequencing software use music sequencing software to create a piece of music in a given form  <b>Learn to play an instrument – ukulele</b> – notes, chords	<b>20<sup>th</sup> Century music/ Music history</b> can understand the evolution of music from 1950s to 2000 can recognise differences between genres from 1950s to 2000 can appreciate an array of genres and identify them can study the music of a 20th Century band: Abba learn a song by a 20th Century: Abba	<b>Voice</b> can sing accurately to a piece of music with an awareness of melody and pitch can perform following instructions: start, stop, tempo, dynamics can perform confidently and have a clear understanding of pitch can create their own graphic score can create a graphic score to a familiar melody
<b>PE</b>	<b>Games: Fundamentals – football</b>	<b>Games: Netball</b> Footwork and ball handling skills; Passing skills ;	<b>Games: Hockey</b> show how to hold a hockey stick and which side to use.	<b>Games: Tennis</b> Can hit a ball with a racket accurately Can	<b>Games: Cricket</b> Fielding – intercepting the ball: Can intercept a moving ball from the	<b>Athletics</b> Running:

	<p><b>Dance: STONE AGE DANCE</b> improvise freely -develop different ways of travelling -perform basic actions and dances clearly and fluently -work with a partner -observe themselves and others dancing (based on Year 3 – Unit 1)</p>	<p>Landing, pivoting and passing; Moving, receiving and passing; Marking a player; Shooting; Understanding the High 5 game.</p> <p><b>Gymnastics: Stretching, curling and arching (VS – Yr 3 Unit L)</b> travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes; receive and transfer body weight safely in different situations and create a sequence with a partner; identify how the overall performance of a sequence can be improved;</p>	<p>Use a simple push pass to another team mate. Dribble the ball keeping it close to me using the correct side of stick. approaching a player to tackle and cause pressure. Play competitive games</p> <p><b>Dance: Yin and Yang</b> -Opposite forces working in harmony and opposition. respond to a range of stimuli -respond imaginatively to character and narrative - use simple motifs and movement patterns to structure dance phrases -repeat and remember dance phrases -structure a dance with a partner -describe and interpret dance using appropriate language.</p>	<p>return a ball with a racket accurately Can serve a ball with a racket accurately along the floor to another child Can hit and return a ball with a racket in a continuous flow back and forward.</p> <p><b>Gymnastics: Balance leading to change of front or direction (VS – Year 4 Unit R)</b> -move into and from specific planned balances with an awareness of change of front - identify and use planned variations in direction -create a sequence with a partner on floor and apparatus to show changes of front and direction -observe and describe the movements of others using appropriate language</p>	<p>floor with 2 hands whilst they are moving in different directions towards the ball Fielding – returning the ball: Can perform a moving pick up into an underarm throw Batting: Can strike a ball that has been drop fed towards a Target Stretching, curling, arching Bowling: Can over arm bowl a ball from a stationary position Swimming</p> <p><b>OAA</b> Work cooperatively to solve group / paired challenges • Listen to and evaluate all ideas and suggestions Explore different methods of communication (verbal / non-verbal) and decide which is most effective for you Give clear and concise instructions • Follow instructions and accept support from a partner</p>	<p>Demonstrate effective running for a short race and long race, showing a difference between them Jumping: Jog into an effective jump Throwing: Throw an object for distance with accuracy Team Races: Take turns quickly swapping an object in a team race</p> <p><b>Swimming</b></p> <p><b>OAA</b> Plan the task carefully with each group member contributing their ideas • Work as a team Demonstrate understanding of the concept of a basic map Demonstrate understanding of the concept of a basic map Design and create a route for others to follow • Follow a route using a simple map</p>
<b>Geography</b>		<p><b>Villages, Towns and Cities</b> Name and locate continents, countries, and cities around the world. To know the difference between</p>		<p><b>Mountains, Volcanoes and Earthquakes</b> To explore the different layers of the Earth.</p>		<p><b>Water, Weather and Climate</b> To know where the Earth's water is. To have an understanding of how weather is created and</p>

		villages, towns, and cities. Debate – would you rather live in a city or a village? To identify landscapes and physical characteristics. To identify man-made features, houses, parks, commercial buildings. Compare the differences and similarities between a Village and a city. Look at Shoreham and compare this to other villages.		To know what a fold mountain is To know how volcanoes are formed. To know how earthquakes occur. To know what happens when volcanoes erupt. To know what happens when an earthquake occurs.		what contributes to its changes. To know the water cycle and to know why it rains. To know that the UK is an Island and is located between the Atlantic Ocean and a huge land mass which can cause “wild weather”. To know that the Earth is tilted on its axis and this causes the seasons. Understand that the world is becoming warming and this affects the worlds weather.
<b>History</b>	Prehistoric Britain How do we know about life in the Stone Age? Which animals lived during the Ice Age? What were the different periods in the Stone Age? What was a Stone Age settlement like? How did the Bronze Age change how humans lived? Who were the Celts and what was life like for them?		Shang Dynasty : How do we know about the Shang Dynasty? Place it on a timeline. How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty? What did the Shang people believe? Who was Fu Hao? How did the Shang Dynasty end?		<b>Ancient Greece</b> <b>To identify the features of an Ancient Greek city.</b> To understand the achievements of the Ancient Greeks. To know the beliefs of the Ancient Greeks and understand why it is mythology. Discuss significant people in Ancient Greece such as Plato and Aristotle. Analyse the fighting tactics of the Greeks in The Peloponnesian wars. Compare the live of a warrior in the Shang Density to a warrior in Ancient Greece.	
<b>RE</b>	Judaism:	Christianity:	Judaism:	Christianity:	Judaism:	Christianity:

	How special is the relationship Jews have with God? We are learning to understand the special relationship between Jews and God and the promises they make to each other.	What is the most significant part of the Nativity story for Christians today? To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	How important is it for Jewish people to do what God asks them to do? We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Is forgiveness always possible? We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	What is the best way for a Jew to show commitment to God? We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Do people need to go to church to show they are Christians? We are learning to understand how important going to church is to show someone is a Christian.
<b>French</b>	<b>Core Vocab and Phonetics</b> I will learn to talk about my school and school Age/days Introducing teacher and friends. Naming classroom objects.	Revisit colours with an Autumn and Bonfire Night theme. Learn the days of the week and months of the year.	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Celebrating carnival Parts of the body and descriptions Our own class aliens Easter	Feeling well / unwell Jungle animals and fantastical animals	Summertime Weather Seasons Ice cream

### Shoreham Village School Long Term Plan for Years 3-4, Cycle B

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Power of Reading Texts</b>	Escape from Pompeii by C Bait	The river singers by T Moorhouse	Beowulf by M Morpurgo	The boy at the back of the class by O Rauf	The Sage of Erik the Viking by T Jones	The Iron Man by Ted Hughes
<b>Maths</b>	Number: Place Value Number:	Number: Addition and Subtraction Number:	Number: Multiplication and Division Measurement:	Number: Fractions Decimals	Number: Decimals - Money Measurement: Time	Geometry: Properties of Shape

	Addition and Subtraction	Multiplication and Division	Length/Perimeter/Area Number: Fractions	Measurement: Mass and Capacity	Measurement: Statistics	Position and Direction
<b>English</b>	<ul style="list-style-type: none"> <li>-sensory descriptions</li> <li>-poetry</li> <li>-descriptive recount</li> <li>-diary entry</li> <li>-narrative story planning</li> <li>-story board</li> <li>-story writing</li> <li>-instructions</li> </ul>	<ul style="list-style-type: none"> <li>-exploring an illustration</li> <li>-writing in role</li> <li>-descriptive writing</li> <li>-character profile</li> <li>-instructions</li> <li>-poetry</li> <li>-instruction leaflet</li> <li>-fact-file</li> <li>-argument</li> <li>-diary</li> <li>-speech</li> <li>-letter</li> <li>-narrative story</li> <li> </li> <li>-Remembrance Day – poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Character profiling.</li> <li>-account of the battle between Beowulf and Grendel.</li> <li>-conversation between Beowulf and Hrothgar.</li> <li>-account of battle between Beowulf and Sea-hag.</li> <li>-invitation</li> <li>- job advertisement</li> <li>- Wanted posters</li> <li>-Letter – Beowulf to home</li> <li>- Recount of the feast in mead-hall.</li> <li>- Explanation text – how to kill a monster.</li> <li>- Newspaper report on the fight between Beowulf and Grendel</li> <li>-How to kill a monster – explanation text.</li> <li>-description of Grendel’s lair</li> </ul>	<ul style="list-style-type: none"> <li>-Recount – diary entry</li> <li>-persuasive letter</li> <li>-narrative story writing</li> <li>-descriptive writing</li> <li>-improve sentences by adding detail</li> <li>- information text</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>-argument</li> <li>-character description</li> <li>-similes/metaphor poem</li> <li>- descriptive writing of a scene</li> <li>-diary entry</li> <li>-persuasive letter</li> <li>-poetry</li> <li>-newspaper</li> <li>-explanation</li> <li>-conversation</li> </ul>	<ul style="list-style-type: none"> <li>-Annotated drawings</li> <li>-Recounts (diary entries)</li> <li>-Persuasive letter</li> <li>-List poetry</li> <li>-Questions</li> <li>-Newspaper report</li> </ul>
<b>Science</b>	<p><b>Sound</b></p> <p>What is sound?  - Describe what sound waves are  How are different sounds produced?  Describe how sounds are produced  What are frequency and pitch?  Describe what the pitch of a sound is  • Describe ways to change the pitch of a sound  What do we mean by amplitude of sound?</p>	<p><b>Light</b></p> <p>Describe what light is and where it comes from  • Explain what light and dark are  What is reflection and how can we use it?  Describe what reflection is •  Describe what happens to the direction of light when it reflects  What are shadows?  -Describe what a shadow is.  - Recognise that shadows are formed when light from a light</p>	<p><b>Animals including Humans – (Skeletons and Movement)</b></p> <p>What are the major bones in the human body?  Can label the human skeleton  • Describe the functions of the skeleton  • Describe the difference between an endoskeleton and an exoskeleton  Explore - Functions of skeleton  Make a model- the human skeleton</p>	<p><b>Electricity</b></p> <p>What can electricity do?  Constructing series circuits  Problem-solving – Which circuits will work? Can you repair the ones that do not work?  Observation – What can we find inside a torch?  Exploring switches  Classifying - Which materials are conductors/insulators?</p>	<p><b>Animals and Humans – (Health and Nutrition)</b></p> <p>To know that animals cannot make their own food.  How do living things get their food?  To know that animals, including humans, need the right amounts and types of food.  Research - Why do animals need to eat different foods?</p>	<p><b>States of Matter</b></p> <p>What are the properties of solids, liquids and gases?  • Describe what is meant by the property of a substance  • Name the properties of solids, liquids and gases  How do particles behave inside of solids, liquids and gases?  Describe what a particle is.</p>

	<p>Describe what we mean by the amplitude of sound</p> <ul style="list-style-type: none"> <li>• Describe how to change the amplitude of a sound</li> </ul> <p>How do scientists design objects that use sound? Explain what the science of acoustics involves</p> <ul style="list-style-type: none"> <li>• Describe how scientists dampen noise that is not wanted</li> </ul> <p>What are some of the uses of sound? Explain how a string telephone works</p> <ul style="list-style-type: none"> <li>• Describe how loudspeakers and microphones work</li> <li>• Explain how animals use echolocation</li> </ul>	<p>source is blocked by a solid object.</p> <p>What makes shadow lengths different?</p> <p>What makes light from the sun dangerous?</p> <p>Recognise that light from the sun can be dangerous</p> <p>What are some uses of light?</p> <ul style="list-style-type: none"> <li>• Explain how a periscope works</li> <li>• Describe how lenses can spread out and concentrate light</li> </ul>	<p>Research – What is the function of muscles?</p> <p>Simple test - Measuring muscles working in pairs</p> <p>To know that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Research – What is the function of muscles?</p> <p>To be able to identify the correct type of enquiry to answer a question.</p> <p>Pattern-seeking; Do people with the longest legs jump the furthest?</p>	<p>Problem-solving - Making a torch</p>	<p>Research other animals - Which foods do animals need in order to survive? Food groups Food Labels</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To explore the nutritional values of different foods by gathering information from food labels. Healthy diets for humans - research</p>	<p>What happens when you heat or cool each state of matter?</p> <p>Describe what happens to particles when a substance is heated or cooled.</p> <p>How can we measure the melting points and boiling points of a substance?</p> <p>Which substances do not fit into one state of matter?</p>
<b>Computing</b>	<p><b>Unit 4.1 Coding</b></p> <p>Introduction to coding, actions, objects and events; Algorithms; Different object types and buttons; Number variables</p>	<p><b>Unit 4.2 Online Safety</b></p> <p>Going Phishing; Be Malware; Plagiarism; Healthy Screen Time</p>	<p><b>Unit 4.3 Spreadsheets</b></p> <p>Introduction to spreadsheets; Using tools to calculate totals; Formula wizard and formatting cells; Creating pie charts and bar graphs; Line graphs; Using a spreadsheet to model a situation.</p>	<p><b>Unit 4.4 Writing for Different Audiences</b></p> <p>Font Styles; Using a Simulated Scenario to Produce a News Report; Writing for a campaign.</p>	<p><b>Unit 4.5 Logo</b></p> <p>Introduction 2Logo; Creating Letters using 2Logo; Using the repeat command in 2Logo; Using Procedures.</p> <p><b>Unit 4.6 Animation</b></p> <p>Animating an object; 2Animate Tools; Stop motion animation</p>	<p><b>Unit 4.7 Effective Searching</b></p> <p>Use a search engine; Use search effectively to answer questions; Reliable Information Sources.</p> <p><b>Unit 4.8 Hardware Investigators</b></p>
<b>PSHE</b>	<p><b>Healthy Relationships.</b></p> <p>How to discuss and debate issues concerning health and wellbeing; Making and changing rules; Human rights;</p>	<p><b>Healthy Relationships</b></p> <p>About the concept of keeping something confidential or secret. How to recognise and manage dares. How to develop and maintain positive, healthy relationships. How our actions can affect ourselves and others</p>	<p><b>Living in the Wider World</b></p> <p>Rights and Responsibilities</p> <p>How to take part in making and changing rules; That everyone has human rights and that some are specifically for children; That human rights take precedence over other national laws, family and community practices; that different cultures can have</p>	<p><b>Living in the Wider World</b></p> <p>Taking Care Of the Environment and Money</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the</p>	<p><b>Health and Wellbeing</b></p> <p>About the consequences of choices (positive, neutral and negative); About what to include to make a diet 'balanced'; About what influences their choices about food; About the benefits of a</p>	<p><b>Health and Wellbeing &amp;RSE</b></p> <p>Feelings and emotions: To recognise and respond appropriately to a wider range of feelings in; Healthy relationship: To be able to judge what kind of physical contact is acceptable or unacceptable and how</p>

			different practices and traditions and that these may sometimes be illegal; About the consequences of anti-social behaviours; About different kinds of responsibilities and rights.	community and towards the environment; To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	eating a balanced diet; How simple routines reduce the spread of bacteria and viruses; About choices that promote health and wellbeing; About ways to celebrate achievements;	to respond; Healthy relationship: To recognise that their actions affect themselves and others. RSE: Year 3: Differences: Male and Female; Personal Space; Family differences RSE: Year 4: Growing and changing; What is puberty? Puberty, changes and reproduction
<b>SEL</b>	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
<b>Art</b>	<p>Artists/ Architects/ Designers: Leonardo da Vinci (charcoal work)</p> <p><b>DRAWING:</b> Know how to show light and shadows in drawings. Know how to draw from first-hand experience. Know how to select graded pencils for purpose.</p> <p><b>PAINTING</b> Artists/ Architects/ Designers: Pablo Picasso, Bridget Riley Be able to mix colours with accuracy to match objects Mix a range of skin colours</p>		<p>Artists/ Architects/Designers: Morris, Palmer (from Shoreham) Atta Kwami</p> <p><b>PRINTING:</b> Know how printing is different from painting. Know the difference between impressed and relief printing. Know how to make a string printing block. Know how to choose suitable materials for printing on. Know how to compare prints of two different artists.</p>		<p>Artists/ Architects/ Designers: Anna Atkins, Charles Jones</p> <p><b>DIGITAL ART:</b> Understand focal points in a photocomposition and use digital photography and photo editing software. Review knowledge of complementary colours.</p> <p><b>Design:</b> explore the importance of space, size and scale in design. Understand how shapes, symbols and colours convey meaning; create a mind map or word cloud of words that</p>	

	Be confident when combining colours to create tints, tone and shades				describe their personality and plan out a logo; create a personal logo that reflects their personality.	
<b>DT</b>		<p>Engineers assemble - Mechanical Systems: <b>sliders, levers linkages</b></p> <p>Gears, pulleys, cams, wheels and axels - <b>Royal engineers/catapult – wind turbine with light/CAD pulley/mine lift</b></p>		<p>Applying computing – electrical systems – <b>making torches</b></p> <p>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p>		<p><b>Cooking and Nutrition</b></p> <p><b>Vegetable muffins</b></p> <p>Researching existing products; Generating design criteria; Discussing ideas and how the type of food product and way it is eaten will affect the design; Planning; Baking 1; Ongoing evaluation to make appropriate changes. Evaluating the food product against the design criteria; Reviewing; Baking 2; Evaluating the food product against the design criteria including the user and purpose. Recording final product through an annotated sketch.</p>
<b>Music</b>	<p><b>Pulse</b></p> <p>To be able to clap and play a classroom instrument in 4/4 and 3/4 using ostinato, drone and repeating patterns. To compose,</p>	<p><b>Rhythm</b></p> <p>identify and discuss rhythm, texture, and dynamics in simple time signatures; demonstrate a strong sense of rhythm and pulse by creating and</p>	<p><b>Pitch:</b></p> <p>understand what the word pitch means and recognise high and low sounds; understand basic musical notes (e to f on a treble staff) and how they have</p>	<p><b>Technology, structure and form</b></p> <p>identify the musical structure of AB and ABC structured pop songs; use voice, sounds, and</p>	<p><b>20<sup>th</sup> Century music/ Music history</b></p> <p>understand the evolution of music from 1950s – 2000; understand minimalism and listen and reflect on a piece of orchestral music; compose a piece of</p>	<p><b>Voice</b></p> <p>to sing with awareness of breathing and pronunciation; understand arpeggios and to</p>

	perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns	layering our own rhythms; learn a pulse then a rhythm and put them both together to create a musical texture; create ideas to compose a melody as a team to layer on top of rhythm and pulse. Ukuleles	different pitches; understand how a melody can step, leap or be on the same note; listen to and evaluate a song with a determined pitch and create their own composition of the same pitch.	instruments to create an AB or ABC pop song; record and edit their songs; assess their piece of music, giving comments and suggestions about the structure.	minimalistic music; learn the musical families in an orchestra; play travelling ostinatos together as an orchestra; perform minimalistic music as an orchestra.	create harmonies; understand pentatonic scales and sing fluently with confidence; create melodies using pentatonic scales; sing together, record their work and assess it as a class; perform as an ensemble
<b>PE</b>	<p><b>Tag Rugby</b> Passing; Receiving; Evasive running; Defending Skills</p> <p><b>Dance: The Romans</b> perform with a sense of phrasing, rhythmically and musically; select and apply appropriate movements for the dance idea</p>	<p><b>Basketball</b> Dribble in different ways changing speed and direction; Pass in different ways whilst moving; Receive a ball whilst moving; Shoot whilst moving; Compete making correct decisions in the invasion game.</p> <p><b>Gymnastics:</b> <b>SYMMETRY AND ASYMMETRY</b> - understand and identify symmetry and asymmetry; move and balance showing specific planned shapes and variations in speed and level.</p>	<p><b>Hockey</b> change direction of travel use rotating and turning stick; Use a push pass to make a direct pass. Begin to use a slap pass; Use speed to dribble the ball into space; Maintain defence and keep the pressure until possession is gained; Attempt to score inside a designated scoring area.</p> <p><b>Dance – English Country Dances</b> use simple movement patterns with a partner or in a group -perform basic actions and dances clearly and fluently -copy, refine and repeat dance phrases and dances -observe themselves and others dancing - recognise that dance is a good activity for health and well-being</p>	<p><b>Tennis</b> Hit, return, serve, rally.</p> <p><b>Gymnastics - rolling</b> - rotate and roll on different body parts -rotate and roll in different directions showing different shapes, sizes and speeds. -create a sequence with a partner on floor and apparatus using a variety of linking movements -observe the work of others and make judgements against given criteria</p>	<p><b>Swimming</b> <b>Cricket</b> Fielding – intercepting the ball; Batting: Can strike a ball that has been bowled; Bowling: Can over arm bowl.</p> <p><b>OAA</b> - Create symbols for use on an orienteering map and agree class symbols; Plot symbols onto a school map and agree on an accurate school map for class use; Complete a simple 'star' orienteering activity in pairs / groups; Follow rules when completing a star orienteering activity.</p>	<p><b>Swimming</b> <b>Athletics</b> <b>OAA</b> Create symbols for use on an orienteering map and agree class symbols; Plot symbols onto a school map and agree on an accurate school map for class use; Complete a simple 'star' orienteering activity in pairs / groups; Follow rules when completing a star orienteering activity.</p>
<b>Geography</b>		<p><b>Rivers</b> Where are the world's rivers? What is a river? How do rivers shape the land? What landforms can a river create? Why are</p>		<p><b>Migration</b> What is migration? How do migrants vary? How does migration affect people and places?</p>		<p><b>Amazon Rainforest</b> Look at Brazil, Brasilia then the northern region which includes the rainforest.</p>

		rivers important to people? What happens when a river floods?		What is economic migration? What is a refugee? How will climate change affect migration?		Look at the latitude of the rainforest. Natural resources of the rainforest and how they are being distributed (energy, food and minerals and water)
<b>History</b>	<b>Roman Britain</b> How did the Roman Empire become so powerful? How did the Roman Empire become so powerful? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain?		<b>Anglo-Saxons and Scots</b> How do we know about the Anglo-Saxons? Who invaded Britain after the Romans left? What was life like for Anglo-Saxons? Artefacts and Culture. What did the Anglo Saxons believe? Anglo-Saxon Gods and Conversion to Christianity. What was the heptarchy? Place Names. Why did the Anglo-Saxons build forts?		<b>Vikings</b> Why did the Vikings invade Britain? What happened at Lindisfarne in 793? Why did Alfred sign a treaty with Guthrum? Were the Vikings the first Europeans to discover the Americas? Who were the Norse Gods? Did King Cnut try to stop the tide from coming in?	
<b>RE</b>	<b>Sikhism –</b> Does joining the Khalsa make a person a better Sikh? We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	<b>Christianity</b> Has Christmas lost its true meaning? We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	<b>Christianity</b> Could Jesus really heal people? Were there miracles or is there some other explanation?	<b>Christianity</b> What is good about Good Friday? We are learning to recall key events in the Easter story.	<b>Hinduism</b> How can Brahman be everywhere and in everything? We are learning to understand the Hindu belief that there is one God with many different aspects.	<b>Hinduism</b> Would visiting the River Ganges feel special to a non-Hindu child? We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu child.
<b>French</b>	I will learn where France is located. I will learn the greeting song. I will be able to have a 2-way conversation with a friend in French asking and answering	Days of the week and Months of the Year To recognise and say the days of the week and the months of the year.	I will revisit the months of the year. I will learn the names of animals and start to explore how nouns change depending on gender.	<b>Body Parts</b> I can understand and say the nouns for the different body parts. I can follow instructions and talk	Revisit the months of the year, days of the week and numbers. To be able to say and write the date in French. To be able to say and read names of fruits and vegetables.	I can have a conversation about where I live. Recap on colours. I can name and talk about picnic locations. I can talk about where I

	questions about myself. I will learn to read, write and recognise numbers 1-20 in French.	To be able to recall greetings and questions and answers about myself. To recall and learn to write months of the year.	I will be able to say animals I do and do not like.	about parts of the body. I can write personal information about a family member in French.		have a picnic and what I eat.
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