



Castle View Primary School

Yearly Overview Year 3/4 Cycle B

	Autumn		Spring		Summer	
Topic name	Castles	Lancaster	Volcanoes	Mayans	Stone Age to Iron Age	Rainforests
English	<p>FICTION <i>Story with familiar setting</i> <i>Sand Wizards by Jon Blake</i></p> <p>make connections between the story and their own experiences</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>develop their skills of argument and discussion</p> <p>become familiar with words and phrases that are used with particular effect in the story</p> <p>make links between the new story and those in the Story store</p> <p>make predictions</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>understand how certain words create atmosphere and mood and to identify what mood the author is creating</p> <p>consider how character, setting and plot affect each other</p> <p>develop empathetic responses to characters and situations</p> <p>explore the difference between what characters say and what they</p>	<p>FICTION <i>A Sci-Fi/fantasy story</i> <i>A Tale of Two Robots by Roy Apps</i></p> <p>communicate their emotions using drama</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>develop their skills of argument and discussion</p> <p>learn the meaning of specific vocabulary</p> <p>make connections between the new story, those in the Story store and any other stories they might know</p> <p>make predictions about the story</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>increase their knowledge of and application of rarer vocabulary and synonyms</p> <p>become familiar with special phrases particular to the story and consolidate their understanding of similes</p>	<p>FICTION <i>A Sci-Fi/fantasy story</i> <i>A Tale of Two Robots by Roy Apps</i></p> <p>communicate their emotions using drama</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>develop their skills of argument and discussion</p> <p>learn the meaning of specific vocabulary</p> <p>make connections between the new story, those in the Story store and any other stories they might know</p> <p>make predictions about the story</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>increase their knowledge of and application of rarer vocabulary and synonyms</p> <p>become familiar with special phrases particular to the story and consolidate their understanding of similes</p>	<p>FICTION <i>A Poem</i> <i>Water-cycle by Andrew Fusek Peters</i></p> <p>Immerse in word play and different types of poetry, and revise what they already know about poems</p> <p>explore and have fun with tongue twisters, and explore alliteration and performance elements</p> <p>explore and have fun with riddles, and explore repetition and rhyme</p> <p>explore and have fun with nonsense poems, and explore features such as made-up words and bizarre images</p> <p>keep a personal log for recording and reflecting on their exploration of wordplay and poems</p> <p>develop their skills of argument and discussion</p> <p>develop confidence in using vocabulary to talk about poetry</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>hear and enjoy the main poem for the first time</p> <p>hear and use synonyms for vocabulary taken from the poems</p>	<p>FICTION <i>A mystery story</i> <i>Smash and Grab! By John Dougherty</i></p> <p>understand the main features of a mystery story</p> <p>keep a log for recording and reflecting on their exploration of stories</p> <p>develop their skills of argument and discussion</p> <p>make links with their own experiences and to make predictions before they hear the full version</p> <p>become familiar with language in the story and to create a mental model of the language</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>become familiar with similes so they can visualise the images that the author creates</p> <p>understand how the author puts clues into the story and makes some things purposely vague so that the reader can feel involved in solving the mystery alongside the characters</p>	<p>FICTION <i>Story with historical setting</i> <i>Runaways! By Jim Eldridge</i></p> <p>become familiar with the historical setting of the story</p> <p>make connections between the story and its historical setting</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>develop their skills of argument and discussion</p> <p>encounter strong descriptive words and phrases and think about how they help the reader to engage with a story</p> <p>identify and explore words and phrases that help create the historical setting of the story</p> <p>gain a deeper understanding of the story and to see the text for the first time</p> <p>investigate how characters' actions are affected by setting</p> <p>understand how the author builds up a character through dialogue and actions</p> <p>gain understanding of the characters' feelings and motivation</p>

<p>are actually feeling and thinking, through dramatic reconstruction of part of the story</p> <p>make connections with the language used in the story and the setting for their writing</p> <p>understand how words and phrases that relate to time can add tension to writing</p> <p>explore using descriptive language to use in sentences</p> <p>use descriptive language to change the mood of sentences</p> <p>see a model for their own paragraphs</p> <p>write about a setting using all the skills they have been exploring</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION Information text <i>Your A-Z holiday guide. Which Holiday</i></p> <p>understand why we read information texts</p> <p>understand how information texts are organised to be clear, engaging and helpful</p> <p>understand the difference between fact and opinion, and think about why they are useful to a reader</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>explore general and specific information, thinking about why</p>	<p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>identify different characters' points of view</p> <p>explore and develop their own opinion about the importance of individuals and events in the story</p> <p>use their imagination to compose questions to ask a character</p> <p>record their ideas in an appropriate form</p> <p>develop understanding of specific vocabulary used to talk about stories</p> <p>understand how stories can be changed and developed</p> <p>participate in shared writing as a model for their own writing</p> <p>empathise with characters through drama and develop ideas for dialogue, to use later in their writing</p> <p>evaluate the modelled writing</p> <p>explore narrative point of view through oral storytelling from the point of view of one character</p> <p>develop awareness of narrators in stories</p> <p>experiment with narrative in their own writing</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>use drama to reconstruct mind pictures</p>	<p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>identify different characters' points of view</p> <p>explore and develop their own opinion about the importance of individuals and events in the story</p> <p>use their imagination to compose questions to ask a character</p> <p>record their ideas in an appropriate form</p> <p>develop understanding of specific vocabulary used to talk about stories</p> <p>understand how stories can be changed and developed</p> <p>participate in shared writing as a model for their own writing</p> <p>empathise with characters through drama and develop ideas for dialogue, to use later in their writing</p> <p>evaluate the modelled writing</p> <p>explore narrative point of view through oral storytelling from the point of view of one character</p> <p>develop awareness of narrators in stories</p> <p>experiment with narrative in their own writing</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>use drama to reconstruct mind pictures</p> <p style="text-align: center;">NON-FICTION Communication texts</p>	<p>become more familiar with special phrases particular to the poem and to comment on the effect choices of words have on readers</p> <p>focus on the effects of poetic devices</p> <p>deepen understanding and enjoyment of the poem</p> <p>explore and understand the imagery of the poem further by making up actions for a performance</p> <p>explore a poem through performance</p> <p>recognise sound patterns in words created by rhyme and onomatopoeia</p> <p>share the process of building unusual imagery using rhyme and onomatopoeia</p> <p>share the process of building imagery using compound words</p> <p>use notes and prompts to grow their own poem</p> <p>develop a confident approach to critical analysis</p> <p>use notes, prompts and what they have seen modelled, to complete their own poem</p> <p>experiment with writing lines from their poems in different shapes</p> <p>share their own and other children's poems</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>use IT to develop their presentation skills to publish their poems for a wider audience</p>	<p>explore how the author gives the reader clues about characters by showing what they do rather than telling the reader what they are like</p> <p>explore how their knowledge of the character and the punctuation of the dialogue helps them create voices for the characters</p> <p>consider how character, setting and plot affect each other</p> <p>explore alternative settings and descriptive phrases for their new story</p> <p>work out which parts of an account are facts, and to infer other evidence about the characters from what they say</p> <p>add adverbs/verbs, showing not telling character sentences and similes to their plan so they have a detailed plan to write from</p> <p>work out a suitable resolution for their story</p> <p>see writing that will provide a model for their own story</p> <p>write their story using all the skills they have been exploring</p> <p>read their story to a supportive critical partner</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION Non-chronological report <i>Wanted: A New Planet</i></p> <p>understand why we read non-chronological reports</p> <p>understand technical language used in the non-chronological</p>	<p>break up the story into sections to help them to retell the story</p> <p>summarise the main ideas and plot of the story</p> <p>use textual evidence to understand a new character and use dialogue to tell the reader about them</p> <p>see an example of writing that will provide a model for their own writing</p> <p>explore a stimulus for their own story</p> <p>create a plan for their own story</p> <p>develop their story plan by adding detail, dialogue and action</p> <p>write their own version of the story</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p style="text-align: center;">NON-FICTION Persuasive writing <i>VIPER! – a film trailer and critics review</i></p> <p>become familiar with some of the key features of persuasive writing</p> <p>read and identify the key features of persuasive writing in a variety of texts</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>gain an awareness of the effect of persuasive language</p> <p>watch a trailer critically, thinking about the persuasive techniques used to appeal to the audience</p>
---	---	---	--	--	--

<p>both might be helpful in different ways</p> <p>decide what information they should include in their writing, and how information could be grouped to make it clearer</p> <p>practise organising information in a way that is helpful, by planning headings and subheadings for an information text</p> <p>identify a variety of sentence starters and think about why writers use them</p> <p>take notes independently, summarise the main ideas and make decisions about preferences</p> <p>participate in shared writing of part of an information text</p> <p>write their information text independently</p> <p>explore a variety of ways to organise their information text</p> <p>publish their information text</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>organise their entries in a class information text</p>	<p>NON-FICTION Discussion</p> <p><i>Nose in a Book or Eyes on the Game?</i></p> <p><i>How Long Should Breake Be?</i></p> <p>develop awareness of different points of view and balance in arguments, and to practise using vocabulary associated with discussion texts</p> <p>become familiar with some words associated with discussion texts</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>become familiar with some words and phrases associated with discussion texts</p> <p>develop awareness of the structure of written discussions</p> <p>act in role to explore two sides of an argument, to prepare for writing a structured argument</p> <p>keep a personal log for recording and reflecting on their exploration of discussion texts</p> <p>experience discussions and arguments in informal, spoken form</p> <p>develop their ability to identify different points of view</p> <p>see how to organise a discussion text as a model for their own writing</p> <p>write their own discussion text based on some example points of view</p> <p>develop their ability to evaluate writing and to make changes to improve their own writing</p> <p>develop their ability to identify facts and opinions and an awareness of how they can support an opinion</p>	<p><i>Thrill City- email and letter</i></p> <p>develop an understanding of the purpose of diaries</p> <p>develop ability to adopt a role and use talk to express feelings</p> <p>keep a personal reading, writing and thinking log</p> <p>increase their awareness of specific vocabulary</p> <p>develop their awareness of different forms of communication</p> <p>develop their ability to write with clarity when communicating with others</p> <p>develop their communication skills to work effectively as a team</p> <p>develop their team presentation skills to communicate effectively to a large group</p> <p>develop awareness of writing styles and the audience or reader</p> <p>to explore different forms of invitations as a model for their own writing</p> <p>use information to create an informal invitation for a specific audience</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>develop their awareness of writing for a specific purpose and audience</p> <p>develop children's awareness of formal and informal language</p> <p>use role-play to explore ways of communicating effectively using speech and body language</p>	<p>NON-FICTION Biography and Autobiography</p> <p><i>Jamila Gavin- biography and autobiography</i></p> <p>understand why we read biographies and autobiographies</p> <p>read a biography and understand what its key features are</p> <p>understand the differences between biographical and autobiographical texts</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>consolidate their understanding of the differences between biographical and autobiographical writing</p> <p>understand how to compose research questions</p> <p>understand how to take notes by listening to an audio file; for children to find key words and make summaries</p> <p>take notes independently by listening to an audio file</p> <p>take notes from an additional source independently</p> <p>keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing</p> <p>understand how to group information into paragraphs</p> <p>see a model of the writing process</p> <p>write their biography as independently as possible</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>report before they read it for the first time</p> <p>read a non-chronological report</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>become familiar with some of the key language features associated with non-chronological reports</p> <p>read a range of sentence starters and think about how they make the text more interesting to read</p> <p>read non-chronological reports and learn how to take notes</p> <p>read and identify where a non-chronological report could be improved</p> <p>use their notes to plan a first draft of their non-chronological report</p> <p>write their own sections of a non-chronological report</p> <p>consider the importance of titles and to choose one appropriate for a particular text</p> <p>evaluate their partner's work against specific criteria and then discuss how they could improve their work, in response to their partner's feedback</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>adapt their non-chronological reports into broadcast material</p> <p>rehearse reading out their broadcast script</p>	<p>read and identify the key features in a variety of persuasive texts and analyse their success</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>plan the message and purpose of their advertising campaign and design a poster for it</p> <p>see a model of a storyboard for a film trailer</p> <p>plan a trailer using a storyboard</p> <p>see a model of using music, images and words to create a trailer</p> <p>improve their storyboard by deciding how to combine images, words and music</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>work effectively with a partner to perform a film trailer and to develop critical awareness</p>
--	---	---	--	---	--

		<p>use facts and opinions to form their own point of a view about a topic</p> <p>participate in a whole class debate and vote</p>	<p>evaluate their partner's performance against specific criteria and think about how it could have been improved</p>	<p>publish their biographies</p>		
Maths						
Science	<p>Animals inc Humans</p> <p>The main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. should continue to learn about the importance of nutrition.</p> <p>Pupils should be taught to: 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Animals inc Humans</p> <p>Pupils should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the skeleton and muscles have special functions</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>Rocks</p> <p>Explore different kinds of rocks and soils, including those in the local environment.</p>	<p>Plants</p> <p>The relationship between structure and function: the idea that every part has a job to do.</p> <p>Explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p>	<p>Forces and magnets</p> <p>Observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing).</p> <p>Explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p>	<p>Light</p> <p>-Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p> <p>-Think about why it is important to protect their eyes from bright lights. -Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>-Pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses</p>
Computing	<p>Using Search Technologies & Word Processing</p> <p>To locate information on the search results page.</p> <p>To use search effectively to find out information.</p> <p>To assess whether an information source is true and reliable.</p> <p>To be able to:</p> <p>*retrieve saved work *locate an image *copy and paste *resize an image</p>	<p>Coding - 2Code B</p> <p>To review coding vocabulary.</p> <p>To use a sketch or storyboard to represent a program design and algorithm.</p> <p>To use the design to create a program.</p> <p>To look at the grid that underlies the design and relate this to X and Y properties.</p> <p>To introduce selection in their programming by using the if command.</p>	<p>Simulations</p> <p>To consider what simulations are.</p> <p>To know that simulations can represent real and imaginary situations.</p> <p>To explore a simulation.</p> <p>To analyse and evaluate a simulation.</p>	<p>Data – Data Logging</p> <p>To explain that data gathered over time can be used to answer questions.</p> <p>To use a digital device to collect data automatically.</p> <p>To explain that a data logger collects 'data points' from sensors over time.</p> <p>To use data collected over a long duration to find information.</p> <p>To identify the data needed to answer questions.</p>	<p>Coding –</p> <p>To identify the objects in a Scratch project (sprites, backdrops).</p> <p>To recognise that commands are represented as blocks.</p> <p>To identify that commands have an outcome.</p> <p>To create a program following a design.</p> <p>To explain that the objects in my project will respond exactly to the code.</p> <p>To recognise that a sequence of commands can have an order.</p>	<p>Multimedia – Creating Films</p>

	<p>*position an image *change font size *change font colour *touch type *save their work</p>	<p>To combine a timer in a program with selection</p> <p>To introduce the If/else statement and use it in a program.</p> <p>To create a variable.</p> <p>To explore a flowchart design for a program with an if/else statement.</p> <p>To create a program which responds to the If/else command, using the value of the variable</p> <p>To create a program with an object that repeats actions indefinitely.</p> <p>To use a timer to make characters repeat actions.</p> <p>To explore the use of the repeat command and how this differs from the timer.</p> <p>To create a program with a object that repeats actions.</p> <p>To use the Repeat Until command to make objects repeat actions.</p> <p>To program an object to respond to user keyboard input</p> <p>To understand what a variable is in programming.</p> <p>To use a variable to create a timer.</p> <p style="text-align: center;">Scratch</p> <p>for application of coding skills in an alternative program</p>		<p>To interpret collected data to answer questions.</p> <p>or</p> <p style="text-align: center;">Data – Branching Databases</p> <p>To sort objects using just ‘yes’ or ‘no’ questions.</p> <p>To complete a branching database using 2Question.</p> <p>To create a branching database of the children’s choice.</p>	<p>To make design choices for my artwork.</p> <p>To implement my algorithm as code.</p>	
<p>History / Geography</p>	<p>Unit 1: Local study: Lancaster Castle</p> <p>The children explore castle by finding out about moats, portcullises, keeps and more. They will discover the history of the medieval castle as they investigate castles by looking at their features and exploring a timeline of their uses in Britain. They will learn about the Normans and why built the first castles in Britain. They will look at the purpose of Lancaster Castle, its uses and how it has changed over time</p>	<p>Exploring our local area</p> <p>Can I locate my local area? How does it fit in with other places, near and far?</p> <p>What is special about my local area?</p> <p>What can I find out about from a walk in my local area?</p> <p>How can we make a map to show what we have found out about the local area?</p> <p>How has Lancaster changed over time?</p> <p>How might Lancaster change in the future?</p>	<p>Volcanoes</p> <p>What lies beneath the surface of the Earth?</p> <p>What happens when the Earth’s plates meet?</p> <p>What goes on inside a volcano?</p> <p>What can I find out about real volcanoes?</p> <p>What happens when a volcano erupts?</p> <p>What would it be like to live near a volcano?</p>	<p>Unit 2: Explore Mayan civilisation and the contrasts with British history</p> <p>The children uncover the mysteries of the Mayan civilisation. They start by taking a trip deep into the rainforests of Central America as they explore Mayan ruins and from there embark on a journey that will help them uncover the life, society and civilisation of both ancient and modern Mayan people.</p>	<p>Unit 3: Changes in Britain from the Stone Age to the Iron Age:</p> <p>The children investigate how palaeontologists and archaeologists find out what the world was like millions of years ago. They’ll discover and explore, early man and Ice Age animals, as well as investigating what life was like in Britain from the Stone Age to the Iron Age.</p>	<p>Rainforests</p> <p>Where are the world’s rainforests? What makes up a rainforest? What are the main features of a rainforest? What is the Congo rainforest like? How is the Congo changing? Why are rainforests being cut down? What can be done about deforestation? Why does the Amazon Rainforest matter so much?</p>

Art / DT	<p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> Understand that a printed image is a reversal of the original & experiment with creating own initials or numbers etc Collect ideas for relief prints in their sketchbooks & select their favourite Create their own relief printing block using string, straws, draught excluder etc and print onto different coloured papers or backgrounds Design and print images which use 2 coloured overlays to create eg wrapping paper To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 	<p style="text-align: center;">Structures</p> <ul style="list-style-type: none"> Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm. 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> To sort collage materials eg magazines, fabric, foils, cellophane, tissue paper, newspaper, tracing paper, crepe paper...etc, To experiment with cutting paper to achieve different effects such as fringing, curling etc To create a repeating pattern through folding and cutting paper eg 'dancing dollies' (use as borders for displays etc) To create paper weaving using a range of coloured papers of different widths to create patterns To record investigations in sketch books To study the art of photomontage – study David Hockney's mother. To create photomontages in the style of David Hockney To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 	<p style="text-align: center;">Mechanical & Electrical Systems and ICT</p> <ul style="list-style-type: none"> Develop vocabulary related to the project. Use mechanical systems such as gears, pulleys, levers and linkages. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products. Use lolly sticks/card to make levers and linkages. <p>Use linkages to make movement larger or more varied.</p>	<p style="text-align: center;">3D & Sculpture</p> <ul style="list-style-type: none"> To create 2D card models that stand up due to other pieces of card with slots in them which stabilise the model eg birds or letters in a child's name To work with air drying clay to create coiled pots by rolling sausages of clay and laying them on top of each other to create walls To learn how to join clay by using water and cross-hatching areas so that they stick To design and create simple moulds from modelling medium eg pressing a leaf into plasticine then filling with plaster To use moulds such as foil pie dishes to create papier mache shapes small plates and bowls, or balloons for piggy banks, plant pots, bottle bases etc To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 	
RE Who should we follow?	<p style="text-align: center;">Christianity (God)</p> <p style="text-align: center;">Prophets</p> <p style="text-align: center;">Service to God</p> <p style="text-align: center;">Inspirational people</p>	<p style="text-align: center;">Islam</p> <p style="text-align: center;">The Prophet Muhammed (pbuh)</p> <p style="text-align: center;">Zakah</p>	<p style="text-align: center;">Christianity (Jesus)</p> <p style="text-align: center;">Discipleship</p> <p style="text-align: center;">Following the example of Jesus</p> <p style="text-align: center;">Helping others</p>	<p style="text-align: center;">Christianity (Church)</p> <p style="text-align: center;">The Holy Spirit</p> <p style="text-align: center;">Gifts of the spirit</p> <p style="text-align: center;">Pentecost</p>	<p style="text-align: center;">Sikhism</p> <p style="text-align: center;">Guru Nanak</p> <p style="text-align: center;">The 10 gurus</p> <p style="text-align: center;">Baisakhi</p>	<p style="text-align: center;">Hindu dharma</p> <p style="text-align: center;">Religious duty</p> <p style="text-align: center;">Hindu scriptures (the Ramayana)</p> <p style="text-align: center;">Raksha Bandhan</p>
PSHE	<p>Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online. Sharing images. Respecting differences and similarities; discussing difference sensitively.</p>		<p>What makes a community; shared responsibilities. Black Lives Matters. How data is shared and used. Making decisions about money; using and keeping money safe. Using</p>		<p>Maintaining a balanced lifestyle; oral hygiene and dental care. <i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. (Y4 content only)</i> Medicines and household products; drugs common to everyday life</p>	
PE	<p style="text-align: center;">GYMASTICS</p> <p>To perform a gymnastic sequence with clear changes of speed, 3 different balances and travelling To travel at different speeds e.g. move slowly into a balance, travel quickly before jumping To travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p>		<p style="text-align: center;">GAMES</p> <p><u>Netball and rounders</u> To practise skills in isolation and combination e.g. throwing, catching and striking To throw and catch with control to keep possession and score goals To choose and use a range of simple tactics and strategies To keep, adapt and make rules for striking and fielding games</p>		<p style="text-align: center;">GAMES</p> <p><u>Invasion Games-dodgeball</u> To practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) To use and adapt tactics in different situation To work well as a team in competitive games To apply the basic principles of fair play (respect team-mate and opponents)</p>	

			To recognise good performance and identify the parts of a performance that need improving		To begin to apply basic principles suitable for attacking and defending	
Music	Mamma Mia	Stop!	Lean On Me	The Blackbird	Bringing us Together	Reflect Rewind Replay
MFL	Mon corps (My body) To name different parts of their body. To respond to the question 'what colour is your hair/ eyes?'	Qui êtes vous? (Who are you?) To describe their personality. To state what their friend's personality is like. To respond to the question 'What do you like doing?'	Le temps (The weather) To state what the weather is like. To respond to the question 'What is the weather like today, tomorrow, next week?' To know some cities in French	Salon de crème glacée (Ice Cream Parlour) To know the different ice cream flavours. To respond to the question 'What would you like?' To order some snacks.	Argent (Money) To know the numbers 0 – 60 To ask and answer the question 'how much is it?' To role play a cafe – playing both a waiter/waitress and customer.	Encore (again!) To listen and understand a simple story. ('The story of the frog with a large mouth') To review and revise the French they've learnt this year.