



A	Autumn Term 1			
	English		Poetry	Narrative
			1 week	Non-Fiction
	Author	Vocab building: Overheard on a Salt Marsh	Adventure Stories (Kidnapped)	Non-chronological report
	Study			Prehistoric Wild Boar
			using time, place and cause	W2 Standard English form
				verb inflections instead of
				spoken forms [for example,
			junctions [for example,	were instead of we was, o
		the meaning is clear.	when, before, after, while, so,	instead of I done]
			because],	



Edit with the Docs app

Make tweaks, leave comments, and share with others to edit at the same time.

NO THANKS

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	R Listen to and discuss a wide range of poetry	S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]	S1 Noun phrases expanded by the addition of modifying adjectives, nouns S2 preposition phrases (e.g. I was late)
	R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action.	T1 Introduction to paragraphs as a way to group related material	teacher expanded to: the maths teacher with curly hair
	R Recognise some different forms of poetry	P1 Introduction to inverted commas to punctuate direct speech	S3 Fronted adverbials [for example, Later that day, I told you the bad news.]
	R Drawing inferences such as characters' feelings, motives and actions, and justifying inferences with evidence.		T1 Use of paragraphs to organise ideas around a topic T2 Appropriate choice of pronoun or noun within a paragraph across sentences to aid cohesion and avoid repetition
	C1 Plan, discuss & record ideas		
	C2 Draft & write by composing sentences and organising paragraphs		P3 Use of commas after fronted adverbials
	C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary		C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs

				C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary C4 use organisational devices e.g. headings and sub-headings R identify how language, structure and presentation contribute to meaning
	Guided Reading	Poetry (Free Verse)	Fiction (Adventure)	Non-Fiction

		<i>The Hills</i> by Rachel Field <i>Axe Head</i> by Hilda Offen	<i>Five on a Treasure Island</i> by Enid Blyton <i>How to Train Your Dragon</i> by Cressida Cowell	(Non- Chron Reports <i>A World Birds</i> by Vicky Woodga <i>Real Life Mysterie</i> UFOs
Mathematics	Following White Rose			
		Year 3	Year 3/4	Year 4
		Place value	Place value	Place value
		Addition and subtraction	Addition and subtraction	Addition and subtraction

Religious Education			
	Prayer: ● What is it? Why do people pray? Where can people pray? Write own prayers for Class Prayer Book ● Stories of key religious leaders – Muhammad, life of Muslims today 5 pillars Rules and how they influence actions ● Harvest: school focus		
Science			
	Light ● Notice that light is reflected from surfaces ● Find patterns in the way that the sizes of shadows change.		

- Recognise that we need a source of light in order to see things and that darkness is the absence of light
- Recognise that light from the sun can be dangerous and that there are ways to protect c eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Geography

Stone Age

- Know what chronology means and put events from the Stone Age in chronological order.
- Discover how archaeologists find out about the past.
- Identify 4 things that humans needed for survival in the Stone Age.
- Understand what activities people did in the Stone Age.
- Recall 4 facts about Skara Brae and understand why it was important.
- Know about Stonehenge and what it was used for.
- Understand major prehistoric human achievements.

- Use a range of sources to expand our knowledge of the Stone /

Art

Prehistoric Painting and Mark Making

- Using natural materials in art, including charcoal, chalk, plant pigments and clay.
- Links: To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- To create sketchbooks to record observations and use them to review and revisit ideas.

Design Technology

Computing

Unit 3.1 Coding & Online Safety

- Using Flowcharts (Unit 3.1, Lesson 1)
- Using Timers (Unit 3.1, Lesson 2)
- 'if' statements (Unit 4.1, Lesson 2)
- Coordinates (Unit 4.1, Lesson 3)
- Code, Test and Debug (Unit 3.1, Lesson 4)
- Design, Code, Test and Debug (Unit 4.1, Lesson 1)
- Online Safety

Music

Musical Structures

- sing the song

PSHE

Being Me In My World (Y4)

- Becoming a Class 'Team'

- Being a school citizen
- Rights, Responsibilities and Democracy
- Rewards and consequences
- Our learning charter
- Owning our learning charter

French

J'Apprends Le Francais (E)

- Deepen understanding of the world (recognise Major French city names and appreciate that other countries speak French)
- Ask and answer questions: How are you?
- Ask and answer questions: What is your name?
- Broaden vocabulary (Numbers 1-10)
- Broaden vocabulary (Colours)
- Appreciate a French Story: Le Loup qui Voulait Changer de Couleur

La Phonétique 1

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Les Commandes De La Classe (CV)

- listen attentively to spoken language and show understanding by joining in and responding

Fundamentals year ¾

- To develop balancing and understand the importance of this skill.
- To understand how to change speed and be able to demonstrate good technique when running at different speeds.
- To demonstrate a change of speed and direction to outwit others.
- To develop technique and control when jumping, hopping and landing.
- To develop skipping in a rope
- To apply fundamental skills to a variety of challenges

Ball skills

- To develop confidence and accuracy when tracking a ball.
- To develop confidence and accuracy when tracking a ball.

- To explore and develop a variety of throwing techniques.
- To develop catching skills using one and two hands.
- To develop dribbling a ball with hands.
- To use tracking, sending and dribbling skills with feet.

A		Spring Term 1			Spring Term 2		
English		Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	No
		Vocabulary building (I am the Seed Anthology)	Traditional Tales. Fables (War & Peas by Michael Foreman)	Persuasion - letter writing Should Golden Time Be Banned?	Structure – Narrative Poetry (Michael Rosen poems, Adventures of Isobel)	Take One Book (Wilfred Gordon – Memories)	Explana Survive
		C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation,	C2 Building a varied and rich vocabulary and an increasing range of sentence structures. P check punctuation including capital letters and full stops. S1 conjunctions [for example, when, before, after, while, so, because], S3 use a range of fronted adverbials to start sentences.	P2 Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Comma in a list Rhetorical question Develop awareness of first, second and third person. S1 conjunctions [for example, when, before, after, while, so, because], S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action. R Recognise some different forms of poetry	C2 Building a varied and rich vocabulary and an increasing range of sentence structures. P check punctuation including capital letters and full stops. S1 conjunctions [for example, when, before, after, while, so, because], S3 use a range of fronted adverbials to start sentences.	Expressi and cau: S1 conj example before, ; so, beca S2 adver example soon, th S3 prep example during, i T1 Intro paragraph to group material W2 Use or an ac whether word be consona [for exar W3 Wor based o words, s

	tone, volume and action. R Recognise some different forms of poetry					words a form an example solution dissolve T2 Head heading present: C1 Plan, record ic C2 Draft composi and orga paragra C3 Evalu suggesti improve proposir gramma vocabuli C4 use c devices, and sub R identifi language and pre: contribu
Guided Reading	Poetry <i>Comet</i> by Kate Wakeling	Fiction <i>Aesop's Fables</i> by Michael Rose <i>Aesop's Fables</i> by Michael Morpurgo	Non-Fiction <i>Life in the Bronze Age</i> Life in the Iron Age <i>Plus additional reading comprehension practice exercises</i>	Poetry <i>Warning</i> by Jenny Joseph	Fiction <i>The 100 Mile an Hour Dog</i> by Jeremy Strong <i>The Wild Robot</i> by Peter Brown	Non <i>Wh</i> <i>Ma</i> <i>Eat</i> <i>Surv</i> <i>Dav</i>
Mathematics	Following White Rose Scheme of Learning					
	Year 3 ● Number: Multiplication and Division. ● Measurement: Money ● Statistics	Year 3/4 Number: multiplication and division Measurement: ;length, Perimeter and area	Year 4 ● Number: Multiplication and Division ● Measurement: Area ● Number: Fractions	Year 3 ● Measurement: length and perimeter. ● Number: Fractions ● Consolidation	Year 3/4 Number: Fractions Yr 3: Measurement: Mass and capacity Yr 4: Number: decimals	Y ● Fr ● De ● Co
Religious Education						

		Special places sacred spaces ● Personal places ● Religious/Muhammad ● The mosque and church – significance of inside and outside of buildings for believers. Consider other expressions of Christian faith (denominations), visit to local RC church or Bedford Faith tour		Understanding Christian ● Gospel: What was the message of Jesus? A study of the parables and their meaning. ● Easter PRODUCTION: links to the events of Holy Week	
Science		Plants Part 1 ● Explore 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. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal ● See appendix A for 'Working Scientifically' objectives.		Plants Part 2 ● Identify and describe the functions of the different parts of flowering plants: stem/trunk, leaves and flowers ● Investigate the way in which substances are transported within plants ● See appendix A for 'Working Scientifically' objectives.	
Geography				California (A region in North America) ● Locational knowledge – using maps to identify North and South America. ● Locational knowledge – concentrating on different environmental regions. ● Locational knowledge – describe and understand the key aspects of physical geography. ● Human and physical geography - describe and understand types of settlement, land use and economic activity (San Francisco and Los Angeles) ● Human geography - types of settlement, land use, economic activity including transport and the distribution of natural resources including energy, food, minerals and water ● Human and physical geography - describe and understand key aspects of: earthquakes and volcanoes.	
History		Bronze Age & Iron Age ● To know at least 4 facts about how people lived in the Bronze Age ● Understand why changes happened (Beaker People) ● Understand religious beliefs in the past (Bronze Age burial rituals)			

	● Understand differences between how people lived in the Bronze Age and Iron Age ● Know how the Celts defended themselves (Iron Age Hill Forts) ● To know key facts from the Roman invasion/Boudicca ● Roles and status of people in an Iron Age village	
Art	Powerprints ●	
Design Technology		Fastenings ● Identify the features, l and disadvantages of a of fastening types. ● Write design criteria a design a sleeve that sa the criteria. ● Make a template for tl book sleeve. ● Assemble their case u any stitch they are com with.
Computing	Unit 3.4 Touch Typing ● To introduce typing terminology. ● To understand the correct way to sit at the keyboard. ● To learn how to use the home, top and bottom row keys. ● To practise typing with the left and right hand.	Unit 3.5 Email (including er safety) ● To think about different mc communication ● To open and respond to an using an address book. ● To learn how to use email : ● To add an attachment to an ● To explore a simulated em: scenario.
Music	Compose with friends ● sing the song ● Compose your own music ● play instrumental parts ● improvise using voices or instruments ● Sing and perform compositions ● End of unit performance	Glockenspiel Stage 1/Easter Proc ● play instrumental parts ● improvise using v instruments ● perform compositions ● End of unit performance ● Exploring & developin skills
PSHE	*Dreams and Goals ● Hopes and Dreams ● Broken Dreams ● Overcoming Disappointment ● Creating New Dreams ● Achieving Goals	*Healthy Me ● My Friends and Me ● Group Dynamics ● Smoking ● Alcohol ● Healthy Relationships

	● We Did It! (Assessment)	● Celebrating my Inner Stren
FRENCH	Je peux ● Recognise some common French verbs/activities. ● Use these verbs to convey meaning in English by matching them to their appropriate picture. ● Use these verbs in the infinitive with je peux...	Les Fruits (E) ● Broaden vocabulary - 10 French. ● Ask somebody in French if a particular fruit. ● Say what fruits they like ar
PE	Basketball ● To develop the attacking skill of dribbling. ● To use protective dribbling against an opponent. ● To develop the bounce and chest pass and begin to recognise when to use them. ● To develop tracking and defending an opponent. ● To develop the technique for the set shot. ● To be able to apply the skills, rules and tactics you have learnt to a mini tournament. Tennis (year 3) ● To develop racket and ball control. ● To develop returning the ball using a forehand groundstroke. ● To be able to rally using a forehand. ● To develop the two handed backhand. ● To learn how to score. ● To develop playing against an opponent. ● To work collaboratively with a partner and compete against others.	Football skills ● To develop controlling the dribbling under pressure. ● To develop passing to a te ● To be able to control the b different parts of the body. ● To develop changing direc the ball using an inside and c hook. ● To jockey / track an oppon ● To be able to apply the rul tactics you have learnt to pla football tournament. Tag Rugby ● To develop throwing, catch running with the ball. ● To develop an understand tagging rules. ● To begin to use the 'forwar and 'off side' rule. ● To dodge a defender and r space when running towards ● To develop defending skill: them in a game situation. ● To apply the rules and skill have learnt and play in a tag tournament.

A	Summer 1				Summ	

	Poetry	Narrative	Non-Fiction	Poetry	Narrative
	Tanka and Kennings 2 weeks	Stories with a theme (Bill's New Frock – Anne Fine) 3 weeks	Discussion – different sides of an argument 2 weeks	Take One Poet – Paul Lyalls 1 week	Playscapes Luna 8 Ne
	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action. R Recognise some different forms of poetry	W2 Standard English forms for verb inflections instead of local spoken forms S1 Noun phrases expanded by the addition of modifying adjectives, nouns S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.] T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition P3 Use of commas after fronted adverbials P1 Use of inverted commas and other punctuation to indicate direct speech R Check that a text makes sense, discussing their understanding and explaining the meaning of words in context R participate in discussion about both books that are read to them and those they can read for themselves, talking turns and listening to others	W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] S1 Noun phrases expanded by the addition of modifying adjectives, nouns S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.] T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition P3 Use of commas after fronted adverbials C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary C4 use organisational devices, e.g. headings and sub-headings	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action. R Recognise some different forms of poetry.	Develo awarer first, se and thi person Develo awarer past, p and fut tense. R Draw infern as char feeling motive actions justifi infern eviden P1 Use inverte commas other punctu indicat speech exampl commas the rep clause; punctu within commas conduc shoute down!'

			R participate in discussion about both books that are read to them and those they can read for themselves, talking turns and listening to others		
Guided Reading	Poetry <i>Early Last Sunday Morning</i> by Ian Souter	Fiction Pippi Longstocking by Astrid Lingren The Boy Who Grew Dragons by Andy Shepherd The White Fox by Jackie Morris Mouse Noses on Toast	Non-Fiction <i>Whizz Pop Bang Magazine</i> : Pilotless Planes <i>The Zoo</i> by Antony Brown (Fiction text fitting this week's non-fiction discussion topic)	Poetry Neal Zetter – The Wrong Side of the Bed	Fiction Screen Lion Kir Play: Ne Play Adapta Witches: D
	Following White Rose Scheme of Learning				
Mathematics	Year 3 ● Number: Fractions ● Measurement: Time	Year 3/4 ● Number: Decimals (including money) ● Measurement; Time	Year 4 ● Number: Decimals ● Measurement: Money ● Measurement: Time	Year 3 ● Geometry: properties of shapes. ● Measurement: Mass and Capacity.	Year 4 ● St ● Ge pr of (ir Yr pc ar di
R.E	Understanding Christianity ● Kingdom of God: Pentecost – colours and symbols of Pentecost, Holy Spirit, early Christianity: ● Letters to communities: how Christianity became established.				Un

Science	Living things and their habitats ● Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● Recognise that living things can be grouped in a variety of ways ● Recognise that environments can change and that this can sometimes pose dangers to living things ● See appendix A for 'Working Scientifically' objectives.
History	Broader History- a local study. ● develop a chronologically secure knowledge and understanding of local history ● note connections, contrasts and trends over time ● develop the appropriate use of historical terms ● regularly address and sometimes devise historically valid questions about change, cause, similarity and differences ● construct informed responses by selecting and organising relevant historical information ● understand how our knowledge of the past is constructed from a range of sources ● evaluate a range of historical sources and make perceptive deductions about the reliability of sources in answering historical questions ● understand change and continuity within the local area.

Geography		Th
Art	Abstract Shape and Space ● Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	
D&T		
Computing	Unit 3.6 Branching Databases ● To sort objects using just ‘yes’ or ‘no’ questions. ● To complete a branching database using 2Question.	L

	● To create a branching database of the children's choice.	
Music	*Bringing Us Together ● sing the song ● play instrumental parts ● improvise using voices or instruments ● Sing and perform compositions ● End of unit performance	
PSHE	* Relationships (Y4) ● Jealousy ● Love and Loss ● Memories ● Getting on and Falling out ● Girlfriends and Boyfriends ● Celebrating my relationships with people and animals (Assess)	
FRENCH	En Classe (I) ● I will learn the nouns and determiners for 12 classroom objects in French. ● I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?) ● I will use the possessive adjectives mon, ma, mes ● I will construct sentences using verb avoir (to have) ● I will use negative structures to say what I do not have.	
PE	Dance (preparation for dance afternoon) ● To select and link appropriate actions and dynamics to show our dance idea. ● To remember, repeat and create actions to represent an idea.	! swii

- To use straight pathways and clear changes in direction in a line dance.
- To use formations, canon and unison to make our dance look interesting.
- To structure a dance to represent a theme.

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Athletics (PE coach)

- To develop the sprinting technique and improve on your personal best.
 - To develop changeover in relay events.
- To develop jumping technique in a range of approaches and take off positions.
 - To develop throwing for distance and accuracy.
 - To develop throwing for distance in a pull throw.
 - To develop officiating and performing skills.

Asse:

B		Autumn Term 1			Autumn Term 2			
	English	Fundamental Writing Skills (Picture Book)	Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	

	Hermelyn (10 steps)	Arthur And The Golden Rope (10 steps)	The King who Banned the Dark (10 steps)	'A Small Dragon' (Brian Patten) (5 steps)	Until I met Dudley Rosie Revere, Engineer This Book Thinks You're an Inventor (15 steps)	Starbird Zeraffa Giraffa (15 steps)
Guided Reading	Poetry All in the Mind by Moirra Andrew	Fiction The Egyptian Cinderella The Secret of Black Rock by Joe Todd- Stanton	Non-Fiction I Wonder Why Pyramids Were Built by Philip Steele (2 Extracts)	Poetry Shy Dragon by Pie Corbett	Fiction Varjak Paw SF Said The Wolf Wilder by Katherine Rundell (X- Curricular Science link) The Longest Night of Charlie Noon by Christopher Edge	Non-Fiction Goodnight Stories for Rebel Girls
	Reading For Pleasure Week			Reading For Pleasure Week		
Mathematics	Year 3 ● Place value ● Addition and subtraction	Year 3/4 Place value Addition and subtraction	Year 4 ● Number: Multiplication and Division ● Measurement: Area ● Number: Fractions	Year 3 ● Addition and subtraction cont. ● Multiplication and division	Year 3/4 Addition and subtraction cont. Multiplication and division	Year 4 ● Length and Perimeter ● Multiplication and Division
Religious Education	Prayer ● What is it? Why do people pray? Where can people pray? Write own prayers for Class Prayer Book. ● Harvest – School focus			Remembrance ● Advent and Christmas around the world ● UNDERSTANDING CHRISTIANITY: INCARNATION/GOD		
Science	Rocks ● Identify the three main rock types and describe their properties ● Compare and group together different kinds of rocks on the basis of their appearance and simple			Forces and magnets ● Compare and group together variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic properties ● Notice that some forces need contact between two objects, but		

	● Describe in simple terms how fossils are formed when things that have lived are trapped within rock physical properties ● Recognise that soils are made from rocks and organic matter ● See appendix A for 'Working Scientifically' objectives.	magnetic forces can act at distance ● Compare how things move on different surfaces ● Describe magnets as having two poles ● Predict whether two magnets will attract or repel each other depending on which poles are facing. ● Observe how magnets attract or repel each other and attract some materials and not others ● See appendix A for 'Working Scientifically' objectives.
Geography		Plastic usage and impact. ● To understand what plastic is used for. ● To understand that plastic can enter the environment in a number of ways which can cause harm to a number of organisms. ● Be able to understand how our choices can reduce the amount of plastic entering the environment. ● To know the life cycle of a plastic bottle.
History	Ancient Egypt ● To locate ancient Egypt in time and place. ● To learn about the Egyptian landscape and find out how it impacted on people's lives in ancient Egypt. ● To find out about Tutankhamen and how artefacts can teach us about the past. ● To understand the importance of artefacts in helping us find out about the past. ● To find out about the way of life in ancient Egypt. ● To learn about Egyptian tombs, pyramids and burial sites. ● To recall, select and organise historical information.	
Art	Growing Artists	

	• Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.	
Design Technology		Eating Seasonally • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that 'seasonal fruits and vegetables are those that grow in a given season and taste best then.

		● Know that eating seasonal fruit and vegetables has a positive effect on the environment. ● Design their own tart recipe using seasonal ingredients. ● Understand the basic rules of food hygiene and safety. ● Follow the instructions within a recipe.
COMPUTING	Coding & Unit 4.2 Online Safety ● Using Repeat (Unit 3.1, Lesson 3) ● Repeat Until and 'if/else' Statements (Unit 4.1, Lesson 4) ● Number Variables (Unit 4.1, Lesson 5) ● Design and Make an Interactive scene (Unit 3.1, Lesson 5-6) ● Making a Playable game (Unit 4.1, Lesson 6)	Unit 4.2 Online Safety ● To understand how children can protect themselves from online identity theft. ● To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. ● To identify the positive and negative influences of technology on health and the environment. ● To understand the importance of balancing game and screen time with other parts of their lives. Unit 4.3 Spreadsheets ● Children can navigate around a spreadsheet. ● Children can explain what rows and columns are. ● Children can enter data into cells. ● Children can create a table of data on a spreadsheet. ● Children can use tools in a spreadsheet to automatically total rows and columns. ● Children can use calculations to answer questions about data.

		● Children can collect some simple data and use a spreadsheet to interpret it (extension). ● Children can create a table of data on a spreadsheet. ● Children can use a spreadsheet program to automatically create chart and graphs from data. ● Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. ● Children can find specified location: in a spreadsheet.
Music	Writing Music Down (Year 3) ● The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and paired quavers.	Christmas Production Djembe drums ● Correct playing posture ● Playing with alternate left and right hands ● Understanding 'beat' ● Playing together in time ● Playing the different high and low tones accurately ● Understanding 'rhythm', 'tempo' 'dynamics' and incorporating all in play accurately ● Playing Call & Response accurately

	● To play and sing in the time signatures of 2/4, 3/4 and 4/4. ● To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. ● To recognise and move in time with the beat. ● Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. ● To identify the names of some pitched notes on a stave. ● To identify if a song is major or minor. ● To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. ● To create rhythms using word phrases as a starting point. ● To recognise long and short sounds and match them to syllables and movements.	● Understanding 'duration' or note length ● Improvising rhythmic patterns and beginning to compose own ● Appraising own group work, identifying areas for improvement ● Beginning to perform with an awareness of audience.
PSHE	Being Me in my World ● Getting to Know Each Other ● <u>Our Nightmare School</u>	Celebrating Differences ● Families ● Family Conflict ● Witness and feelings towards bullying ● Witness and solutions towards bullying ● Words that Harm ● Celebrating Differences ● Compliments (Assessment opportunity)
	● Our Dream School ● Rewards and Consequences ● Our Learning Charter ● Owning our Learning Charter	
FRENCH	La Phonétique 1 ● develop accurate pronunciation and intonation so	La Phonétique 2 ● develop accurate pronunciation and intonation so that others

	that others understand when they are reading aloud or using familiar words and phrases ● Introduce these sounds: ; ‘CH’ ‘OU’ ‘ON’ ‘OI’ Les Instruments (E) ● Understand that all nouns in French are either “masculine” or “feminine”. ● Read, write and say the French masculine/feminine words for “the”. ● Read, write and say the French feminine word for “the”. ● Understand that the word “the” in French also has a plural form. ● Say, read and write up to 10 instruments in French, with the correct word for “the” with good pronunciation. ● Say, read and write “I play” in French. ● Put together a short sentence using a verb and a noun (“I play...” plus an instrument). ● Write “I play” PLUS each instrument for some/all 10 instruments. Les Commandes De La Classe (CV) ● listen attentively to spoken language and show understanding by joining in and responding	understand when they are reading aloud or using familiar words and phrases. ● Introduce these sounds: ‘I’, ‘IN’, ‘IQUE’ and ‘ILLE’ Les Saisons (E) ● Name, recognise and remember all four seasons in French. ● Say which is our favourite season in French. ● Say why it is our favourite season in French. ● Start to recognise and use the conjunction ‘et’ (and) in our spoke and written responses Joyeux Noël (CV) ● broaden vocabulary ● Learn a French carol (Vive Le Vent)
PE	● Fundamentals To develop balancing and understand the importance of this skill. To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. Ball skills	Basketball ● To develop the attacking skill of dribbling. ● To be able to use protective dribbling against an opponent. ● To develop the bounce and chest pass and begin to recognise when to use them. ● To develop tracking and defending an opponent. ● To develop the technique for the set shot. ● To be able to apply the skills, rules and tactics you have learnt to a mini tournament. ● Dodgeball

	To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet. To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet.	● To learn the rules of dodgeball and apply them to a game situation ● To develop throwing at a moving target. ● To use jumps, dodges and ducks to avoid being hit. ● To develop catching a dodgeball at different heights. ● To learn how to block using the ball. ● To understand the rules of dodgeball and use them to play in tournament.
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B	Spring Term 1			Spring Term 2		
English	Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-fiction
	Vocabulary building (Read , write and perform free verse) Tyger, Tyger William Blake – rhyming couplets	Traditional Tales – Twisted fairy tales (Prince Cinders, 3 Billy Goats Gruff, Little Red Riding Hood)	Discussion - Should aliens be allowed to come to school?	Structure – haiku,	Quests	Non-fiction report-
	C5 Read aloud their own writing to a group or to the	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of] T1 Introduction to paragraphs as a way to group related material	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of] T1 Introduction to paragraphs as a way to group related material W3 Word families based on common words, showing how words are related in form and meaning [for example, solve,	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action. R Recognise some different forms of poetry.	W1 The grammatical difference between plural and possessive –s W2 Standard English forms for verb inflections instead of local spoken forms S1 Noun phrases expanded by the addition of modifying adjectives, nouns. S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials	Expressing place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of] T1 Introduction to paragraphs as a way to group related material W2 Use forms a... according whether word be consonant vowel [for example, a rock, a box]

	whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action. R Recognise some different forms of poetry	P1 Introduction to inverted commas to punctuate direct speech R Increase familiarity of a wide range of books, identify themes and conventions C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary	solution, solver, dissolve, insoluble] C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary C4 use organisational devices, e.g. headings and sub-headings R Read books that are structured in different ways R Reading for a range of purposes		T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition P1 Use of inverted commas and other punctuation to indicate direct speech P2 Apostrophes to mark plural possession P3 Use of commas after fronted adverbials R Predict what might happen from details stated & implied C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary	T2 Head sub-headings present C1 Plan, c record ide C2 Draft & composir and organ C3 Evalua suggestin improven proposin grammar vocabular C4 use or devices, € and sub-l R Retrievi informati fiction
Guided Reading	Poetry The Snail and the Whale by Julia Donaldson	Fiction Delightfully Different Fairy Tales Lynn Roberts-Maloney & David Roberts	Non-Fiction (Discussion) Longer School Days Trialled in Wales (BBC Newsround article) Non-Fiction (History Link) The Romans	Poetry Haikus	Fiction The Land of Roar by Jenny McClachlan Creakers by Tom Fletcher Leo and the Gorgon's Curse by Joe Todd-Stanton (NEW)	Non-Fi Chror The Drop The Story Our I Mered Saha (Duckste

Mathematics	Following White Rose Scheme of Learning					
	Year 3	Year 3/4	Year 4	Year 3	Year 3/4	Year 4
	● Number: Multiplication and Division. ● Measurement: Money ● Statistics	Number: multiplication and division Measurement: length, Perimeter and area	● Number: Multiplication and Division ● Measurement: Area	● Measurement: length and perimeter. ● Number: Fractions ● Consolidation	Number: Fractions Yr 3: Measurement: Mass and capacity Yr 4: Number: decimals	● Length ● Area ● Perimeter ● Mass and capacity ● Decimals
Religious Education	● Belonging Herts ● Sikhism and Christianity welcoming babies in Christian and Sikh communities ● Church visit- Mock baptism			The importance of sharing food ● Food as part of Christian worship ● The Langer Kara Prashad ● EASTER: Sharing last supper communion, Easter food UNDERSTANDING CHRISTIANITY SALVATION		
Science	States of matter Part 1 ● compare and group materials together, according to whether they are solids, liquids or gases ● 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) ● See appendix A for 'Working Scientifically' objectives.			States of matter Part 2 ● identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature ● See appendix A for 'Working Scientifically' objectives		
Geography				Naples and Campania (a region in a European country) ● Geographical skills and fieldwork using maps, atlases and compass mapping to locate and describe features studied. ● Human and Physical geography describe and understand key features of volcanoes. ● Human and Physical geography describe and understand key features of earthquakes. ● Human and Physical geography describe and understand key features of settlement, land use, economic activity. ● Human and Physical geography describe and understand key features of the environment.		

History	The Roman Empire and its impact on Britain. ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources. ● Julius Caesar's attempted invasion in 55-54BC ● The Roman Empire by AD42 and the power of its army ● Successful invasions by Claudius and conquest. ● Hadrian's Wall ● British Resistance eg Boudicca ● Impact of technology, culture and beliefs - Roman Music, roads and Gods.	
Art	Egyptian Scrolls ● Recognise and discuss the importance of Ancient Egyptian art. ● Consider the suitability of a surface for drawing. ● Record colours, patterns and shapes through observational drawing. ● Choose and use tools and materials confidently. ● Begin to experiment with drawing techniques. ● Create a selection of sketches that show idea exploration. ● Produce a final design with a clear purpose. ● Follow instructions with minimal support. ● Discuss and evaluate the process and outcome of their work.	

	• Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information.	
Design Technology		Mechanical Systems • Draw accurate diagrams with correct labels, arrows and explanations. • Correctly identify definitions for terms. • Identify five appropriate criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop an idea using an exploded diagram. • Select appropriate equipment and materials to construct a working pneumatic system. • Assemble a pneumatic system within the hour to create the desired motion. • Create a functional pneumatic system that fulfills the design brief.
Computing	Unit 4.4 Writing for different audiences • To explore how font size and style can affect the impact of a text.	Unit 4.5 Logo • To learn the structure of the coding language of Logo.

	● To use a simulated scenario to produce a news report. ● To use a simulated scenario to write for a community campaign.	● To input simple instructions into Logo. ● Using 2Logo to create letter shapes. ● To use the Repeat function in Logo to create shapes. ● To use and build procedures in Logo.
Music	Composing using your Imagination (Year 3)	More Musical Styles (Year 3)
	● The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and paired quavers. ● To play and sing in the time signatures of 2/4, 3/4 and 4/4. ● To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. ● To recognise and move in time with the beat ● Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. ● To identify the names of some pitched notes on a staff.	● The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and paired quavers. ● To play and sing in the time signatures of 2/4, 3/4 and 4/4. ● To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. ● To recognise and move in time with the beat ● Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. ● To identify the names of some pitched notes on a staff.

	● To identify if a song is major or minor. ● To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. ● To create rhythms using word phrases as a starting point. ● To recognise long and short sounds and match them to syllables and movements.	● To identify if a song is major or minor. ● To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. ● To create rhythms using word phrases as a starting point. ● To recognise long and short sounds and match them to syllables and movements.
PSHE	Dreams and Goals ● My Dreams and Ambitions ● A New Challenge ● Our New Challenge ● Our New Challenge (2) ● Celebrating my learning (assess)	Healthy Me ● Being Fit and Healthy ● Being Fit and Healthy (2) ● What Do I Know About Drugs? ● Being Safe ● Safe or Unsafe? ● My Amazing Body
FRENCH	Les Légumes (E) ● Name and recognise up to 10 vegetables in French. ● Attempt to spell some of these nouns (including the correct determiner/article) ● Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. ● Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Les Glaces (E) ● Name and recognise up to 10 different flavours for ice cream ● Ask for an ice-cream in French 'je voudrais'. ● Say what flavour they would like ● Say whether they would like it in a cone or a pot/tub.
PE	Netball ● To develop passing and moving and play within the footwork rule. ● To develop passing and moving towards a goal. ● To develop movement skills to be a loose defender. ● To be able to defend an opponent and try to win the ball. ● To develop the shooting action.	Swimming ● swim competently, confidently and proficiently over a distance of 25 metres ● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● perform safe self-rescue in different water-based situations.

- To develop playing using netball rules.

Gymnastics (year 4)

- To develop individual and partner balances.
- To develop control in performing and landing rotation jumps.
 - To develop the straight, barrel, forward and straddle roll.
 - To develop the straight, barrel, forward and straddle roll.
- To develop strength in inverted movements.
- To be able to create a partner sequence to include apparatus.

Hockey

- Play competitive games
- apply basic principles suitable attacking and defending whilst maintaining control of the ball hockey stick.
- enjoy communicating, collaborating and competing with each other
- develop an understanding of how to improve in different physical activities and sports and learn to evaluate and recognise their own success.

B	Summer Term 1			Summer Term 2	
	Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative
English	Vocabulary building (Read, write and perform free verse) Sports Poems by Brian Moses	Writing and performing a play (The Dragon Slayer animation) 3 weeks	Persuasion – Write a persuasive speech (Inspired by <i>Stella and the Seagull</i> by Georgina Stevens)	Take One Poet: Roger McGough	Take One Book: Leon and the Place Between by Angela McAllister and Grahame Baker Smith (NEW)
	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation,	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of] T1 Introduction to paragraphs as a way to group related material P1 Introduction to inverted commas to punctuate direct speech	W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] S1 Noun phrases expanded by the addition of modifying adjectives, nouns S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.]	C5 Read aloud their own writing to a group or to the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear. R Listen to and discuss a wide range of poetry R Prepare poems to read aloud and perform showing understanding through intonation,	W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] S1 Noun phrases expanded by the addition of modifying adjectives, nouns S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

	tone, volume and action. R Recognise some different forms of poetry	R To summarise main ideas from a text C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary	T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition P3 Use of commas after fronted adverbials R Read books that are structured in different ways R Reading for a range of purposes C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary C4 use organisational devices, e.g. headings and sub-headings	tone, volume and action. R Recognise some different forms of poetry.	teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.] T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition P3 Use of commas after fronted adverbials P1 Use of inverted commas and other punctuation to indicate direct speech R Discuss words and phrases that capture the reader's interest and imagination C1 Plan, discuss & record ideas C2 Draft & write by composing sentences and organising paragraphs C3 Evaluate & edit by suggesting improvements and proposing changes to grammar & vocabulary
Guided REading	Poetry The Food Obstacle Race by Brian Moses	Fiction Roald Dahl playscript adaptation Stage Start: 20 Plays for Children by Julie Meighan - A Winter's Night - The Hare and the Tortoise	Non-Fiction No One Is Too Small To Make A Difference by Greta Thunberg The Power Of Reading – Persuasive Speech	Poetry Everything Touches by Roger McGough	Fiction The Girl Who Walked on Air by Emma Carroll Journey to the River Sea by Eva Ibbotson

Mathematics	Following White Rose Scheme of Learning				
	Year 3 ● Number: Fractions ● Measurement: Time	Year 3/4 ● Number: Decimals (including money) ● Measurement; Time	Year 4 ● Year 4 ● Number: Decimals ● Measurement: Money ● Measurement: Time	Year 3 ● Geometry: properties of shapes. ● Measurement: Mass and Capacity.	Year 3/4 ● Statistics ● Geometry: properties of shapes (including Yr4 position and direction)
Religious Education					
	Special Books and sacred texts/ stories Herts ● How holy books are regarded and handled ● Sacred Writings and Stories, Hindu and Sikh traditional tales ● UNDERSTANDING CHRISTIANITY: Creation and fall			UNDERSTANDING CHRIST GOD ● People: (Genesis G Noah, Abraham (Jac ● PROMISES AND AC - vows ● Church visit- Mock ● What can we learn by Christians, Muslim	
Science					
	Animals including Humans Eating and digestion ● describe the simple functions of the basic parts of the digestive system in humans ● identify the different types of teeth in humans and their simple functions ● construct and interpret a variety of food chains, identifying producers, predators and prey. ● See appendix A for ‘Working Scientifically’ objectives.			Animals including Health and mo ● Identify that human animals have skeletal support, protection & ● Identify that humans, need the amount of nutrition cannot make their nutrition from what ● See appendix Scientifically’ objecti	
Geography				Fieldwork skills- a lo River Le ● Geographical skills begin to use fieldwork measure, record and physical features using methods, including s and graphs, and digit ● Collect, analyse an a range of data gather	

		experiences of fieldv their understanding processes. ● Begin to understar ● Use 4 and 6 figure
History	Britain's settlement by Anglo-Saxons and Scots. ● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ● Scots invasions from Ireland to north Britain (now Scotland) ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● Anglo-Saxon art and culture ● Christian conversion – Canterbury, Iona and Lindisfarne	
Art	Fabric of Nature ● Describe objects, images and sounds with relevant subject vocabulary. ● Create drawings that replicate a selected image. ● Select imagery and colours to create a mood board with a defined theme and colour palette. ● Complete four drawings, created with confident use of materials and tools to add colour. ● Understand the work of William Morris, using subject vocabulary to describe his work and style. ● Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. ● Identify and explain where a pattern repeats. ● Follow instructions to create a repeating pattern, adding extra detail. ● Understand different methods of creating printed fabric in creative industries. ● Use sketchbooks to evaluate patterns. ● Produce ideas to illustrate products using their designs.	
Design Technology		Torches

		● Identify electric explain why they ● Help to make a ● Identify the fea and how it works ● Describe what successful. ● Create suitable the success crite design criteria. ● Create a functi a switch accordir criteria.
Computing	Unit 4.6 Animation ● To discuss what makes a good animated film or cartoon.	Unit 4.7 Effectiv ● To locate informa results page.
	● To learn how animations are created by hand. ● To find out how animation can be created in a similar way using the computer. ● To learn about onion skinning in animation. ● To add backgrounds and sounds to animations. ● To be introduced to 'stop motion' animation. ● To share animation on the class display board and by blogging.	● To use search eff inform ● To assess wheth source is true and i Unit 4.8 Hardware ● To understand that make up a cor ● To recall the di make up a
Music	Enjoying Improvisation (Year 3)/Djembe Drums ● The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and paired quavers.	Opening Night ● The beginnings of sounds to symbols and language. Start learning theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and p

	● To play and sing in the time signatures of 2/4, 3/4 and 4/4. ● To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. ● To recognise and move in time with the beat ● Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. ● To identify the names of some pitched notes on a stave. ● To identify if a song is major or minor. ● To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. ● To create rhythms using word phrases as a starting point. ● To recognise long and short sounds and match them to syllables and movements.	● To play and sing in the 3/4 and 4/4. ● To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. ● To recognise and move in time with the beat ● Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. ● To identify the names of some pitched notes on a stave. ● To identify if a song is major or minor. ● To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. ● To create rhythms using word phrases as a starting point. ● To recognise long and short sounds and match them to syllables and movements.
PSHE	Relationships ● Family Roles and Responsibilities ● Friendship ● Keeping Myself Safe Online ● Being A Global Citizen (1) ● Being A Global Citizen (2) ● Celebrating my Web of Relationships	Changing I ● How Babies Grow ● Outside Body Char ● Inside Body Chang ● Family Stereotype ● Looking Ahead (As
FRENCH	Je Me Présente (I) ● I can say hello and goodbye. ● I can ask how somebody is feeling and answer how I am feeling. ● I can say my name and age.	Boucle d'Or Et Les 1 ● Appreciate a Frer and the Three Bears) ● Broaden vocabular ● read carefully and of words, phrases an

	● I can count to 10 (Year 3) / count to 20 (Year 4). ● I can say where I live. ● I can say my nationality and understand there are different endings for girls/boys (eg.anglais/anglaise).	
PE	Athletics ● developing fluency & coordination in running for speed ● developing spatial awareness, judge height & distance when running and jumping over obstacles ● Throwing- learning how to send an object with force, developing awareness of distance, using different throwing techniques ● In relays, work together as a team and pass and receive the baton effectively.	Swimming ● swim competently proficiently over a distance ● use a range of strokes example, front crawl breaststroke] ● perform safe self-rescue in various water-based situations
	Dance ● compare their performances with previous ones and demonstrate improvement to achieve their personal best. ● perform dances using a range of movement patterns ● Choreograph and perform dances as a pair or group. ● develop flexibility, strength, technique, control and balance.	Sports day practice Roulette

Appendix A – Working scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

- using straightforward scientific evidence to answer questions or to support their findings