

Year 1 Term 1		
	Key Focus	Contents and skills
<u>Art</u>	Clay tiles	Clay - tiles <i>Can I add texture by using tools? Can I make different kinds of shapes? Can I cut, roll and coil materials such as clay, dough or plasticine?</i>
<u>Computing</u>	<p>4 weeks Online safety and exploring purple mash</p> <p>2 weeks Grouping and Sorting</p> <p>3 weeks Pictograms</p> <p>3 weeks Lego Builders</p>	<ul style="list-style-type: none"> • To login safely • To start to introduce to the children the idea of 'ownership' of their creative work • To know how to find saved work in the Online Work area and find teacher comments • To know how to search Purple Mash to find resources • To become familiar with the types of resources available in the Topics section • To become more familiar with the icons used in the resources in the Topic section • To start to add pictures and text to work • To explore the Tools section of <i>Purple Mash</i> and to learn about the common icons used in <i>Purple Mash</i> for Save, Print, Open, New. • To explore the Games section on <i>Purple Mash</i> • To understand the importance of logging out when they have finished <ul style="list-style-type: none"> • To sort items using a range of criteria • To sort items on the computer using the 'Grouping' activities in <i>Purple Mash</i> <ul style="list-style-type: none"> • To understand that data can be represented in picture format • To contribute to a class pictogram • To use a pictogram to record the results of an experiment <ul style="list-style-type: none"> • To emphasise the importance of following instructions • To follow and create simple instructions on the computer • To consider how the order of instructions affects the result
<u>DT</u>	Castle (Mechanisms- levers or sliders)	<p>Design: Can I use some ideas of my own? Can I use pictures and words to help me plan? Can I describe my design using pictures and words (diagrams)? Can I follow simple design criteria?</p> <p>Make: Can I select tools and equipment to cut, shape, join and finish? Can I explain why I am using each tool? Can I choose the right materials?</p>

		<p>Evaluate: Can I talk about my own work? Can I comment on what I like and on what I want to improve next time?</p> <p>Technical Knowledge: Can I say how to make my product stronger? Can I add a specific design to my product? Can I include a moving mechanism?</p>
<u>Geography</u>	Our Local Area	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Use basic geographical vocabulary
<u>History</u>	Windsor Castle	<p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Answering and asking questions • Using common words and phrases relating to the passing of time
<u>Music</u>	<p>Hey you!</p> <p>Rhythm in the way we walk and the banana rap</p>	<ul style="list-style-type: none"> • Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. • As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes. • All the learning is focused around two songs: <i>Rhythm In The Way We Walk</i> (Reggae style) and <i>The Banana Rap</i> (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.
<u>P.E.</u>	<p>Multi-skills</p> <p>Fundamentals</p>	Running, jumping, throwing and catching.
<u>P.S.H.E</u>	<p>Being me in the world</p> <p>Celebrating</p>	<ol style="list-style-type: none"> 1. I feel special and safe in my class 2. I know I belong to my class 3. I know how to make my class a safe place for everybody to learn 4. I can recognise how it feels to be proud of an achievement 5. I can recognise the range of feelings when I face certain consequences 6. I can understand my choices in following the Learning Charter <ol style="list-style-type: none"> 1. I can tell you some ways in which I am the same as my friends

	Difference	<ol style="list-style-type: none"> 2. I can tell you some ways I am different from my friends 3. I understand how being bullied might feel 4. I can be kind to children who are bullied 5. I know how it feels to make anew friend 6. I understand these differences make us all special and unique
<u>R.E.</u>	<p>The Creation Story</p> <p>The Christmas Story</p>	<p>Key Question:</p> <ul style="list-style-type: none"> • Does God want Christians to look after the world? • We are learning to re-tell the Christian Creation Story and to explore how this influences how Christians behave towards nature and the environment <p>Key Question:</p> <ul style="list-style-type: none"> • What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? • We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus
<u>Science</u>	<p>Using our senses</p> <p>Sensing seasons</p>	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies

Year 1 Term 2		
	Key Focus	Contents and skills
<u>Art</u>	Portraits Painting and printing	Can I communicate something about myself in my painting? Can I create moods in my paintings? Can I choose to use thick and thin brushes as appropriate? Can I paint a picture of something I can see? Can I name the primary and secondary colours?
<u>Computing</u>	<p>4 weeks Maze Explorers</p> <p>5 weeks Animated Story Books</p>	<ul style="list-style-type: none"> • To understand the functionality of the basic direction keys in Challenges 1 and 2 • To be able to use the direction keys to complete the challenges successfully • To understand the functionality of the basic direction keys in Challenges 3 and 4 • To understand how to create and debug a set of instructions (algorithm) • To use the additional direction keys as part of their algorithm • To understand how to change and extend the algorithm list • To create a longer algorithm for an activity • To provide an opportunity for the children to set challenges for each other • To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try <ul style="list-style-type: none"> • To be introduced to e-books and to 2Create a Story • To continue a previously saved story • To add animation to a story • To add sound to a story including voice recording and music the children have created • To work on a more complex story including adding backgrounds and copying and pasting pages • To use additional features to enhance their stories • To share their e-books on a class display board
<u>DT</u>	Cooking and Nutrition: fruit salad or sandwich	<p>Design: Can I use some ideas of my own? Can I use pictures and words to help me plan? Can I describe my design using pictures and words (diagrams)? Can I follow simple design criteria? Can I comment and compare ready made products?</p> <p>Make: Can I select tools and equipment to cut, shape, join and finish? Can I explain why I am using each tool? Can I choose the right materials?</p> <p>Evaluate: Can I talk about my own work? Can I comment on what I like and on what I want to improve next time?</p> <p>Technical Knowledge: Can I cut safely? Can I explain the importance of being hygienic in food preparation?</p>

		Can I explain what a healthy food choice is? Do I know where food comes from?
<u>Geography</u>	The British Isles	<p>Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary
History	Christopher Columbus, Neil Armstrong and Tim Peake	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • They should know where people and events they study fit within a chronological framework. • Choosing and using parts of stories and other sources to show that they know and understand key features of events
Music	<p>Year 1 Spring 1 In The Groove</p> <p>Playing and singing in different styles and learning about those styles</p> <p>Year 1 Spring 2 Round and Round</p> <p>Latin and mixed styles</p>	<p>Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p> <p>Musical activities:</p> <ul style="list-style-type: none"> • Games: pulse, rhythm, pitch, tempo, dynamics • Singing: singing, vocal health and working in a group/ensemble • Playing: play classroom instrument in a group • Improvisation: begin to explore and create own responses, melodies and rhythms • Composition: begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/share: begin to work together in a group/ensemble and perform to each other and record them in some way.</p> <p>Latin and mixed styles: Round and Round (Bossa Nova)</p> <p>Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p> <p>Musical activities:</p> <ul style="list-style-type: none"> • Games: pulse, rhythm, pitch, tempo, dynamics • Singing: singing, vocal health and working in a group/ensemble • Playing: play classroom instrument in a group • Improvisation: begin to explore and create own responses, melodies and rhythms

		<ul style="list-style-type: none"> • Composition: begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/share: begin to work together in a group/ensemble and perform to each other and an audience and record them in some way.</p>
<u>P.E.</u>	Gymnastics Dance Real PE	Balance, agility and coordination Form dances using simple movement patterns Co-ordination, agility, ball skills and balance
<u>P.S.H.E</u>	Dreams and goals Healthy Me	<ol style="list-style-type: none"> 1. I can set simple goals 2. I can set a goal and work out how to achieve it 3. I understand how to work well with a partner 4. I can tackle a new challenge and understand this might stretch my learning 5. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them 6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it <ol style="list-style-type: none"> 1. I understand the difference between being healthy and unhealthy and know some ways to keep me healthy 2. I know how to make healthy lifestyle choices 3. I know how to keep myself clean and healthy and understand how germs cause illness. I know that household products can be harmful if not used properly 4. I understand that medicines can help me if I feel poorly and know how to use them safely 5. I know how to keep safe when crossing the road and about people who can help me to stay safe 6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
<u>R.E.</u>	Key question: Was it always easy for Jesus to show friendship? Bible stories- Martha and Mary, Jesus and	<ul style="list-style-type: none"> • I can talk about my friends and why I like them • I can remember a story about Jesus showing friendship and talk about it • I can say how Jesus tried to be a good friend

Year 1 Term 3		
	Key Focus	Contents and skills
<u>Art</u>	Collage/Textile	<ul style="list-style-type: none"> • Can I cut and tear paper and card for my collages? Can I gather and sort the materials I will need? • Can I sort threads and fabric? Can I group fabrics and threads by colour and texture? Can I weave with fabric and thread? Can I use a simple joining stitch?
<u>Computing</u>	<p>6 weeks Coding</p> <p>3 weeks Spreadsheets</p> <p>2 weeks Technology outside school</p>	<ul style="list-style-type: none"> • Introduction to coding • Introduction to block coding on screen • Introduction to backgrounds and characters • Making a character move left and right • Making a character move when clicked • Introduction to Collision Detection • Introduction to spreadsheets • Adding images to a spreadsheet and using the image toolbox • Using the 'speak' and 'count' tools in 2Calculate to count items • To walk around the local community and find examples of where technology is used • To record examples of technology outside school
<u>DT</u>	Useful product: construction	<p>Design: Can I use some ideas of my own? Can I use pictures and words to help me plan? Can I describe my design using pictures and words (diagrams)? Can I follow simple design criteria? Can I talk about existing products and suggest ideas I may want to use in my own design?</p> <p>Make: Can I select tools and equipment to cut, shape, join and finish? Can I explain why I am using each tool? Can I choose the right materials?</p> <p>Evaluate: Can I talk about my own work? Can I comment on what I like and on what I want to improve next time?</p> <p>Technical Knowledge: Can I say how to make my product stronger? Can I add a specific design to my product? Can I include a moving mechanism?</p>

<u>Geography</u>	Kenya	Place Knowledge <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary
<u>History</u>	Seaside	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms
<u>Music</u>	Year 1 Summer 1 Your imagination Create your own lyrics	Your Imagination by <i>Joanna Mangona and Pete Readman</i> Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music Musical activities: <ul style="list-style-type: none"> • Games: pulse, rhythm, pitch, tempo, dynamics • Singing: singing, vocal health and working in a group/ensemble • Playing: play classroom instrument in a group • Improvisation: begin to explore and create own responses, melodies and rhythms • Composition: begin to create your own responses, melodies and rhythms and record them in some way. Perform/share: begin to work together in a group/ensemble and perform to each other and an audience and record them in some way
<u>P.E.</u>	Swimming Athletics Team games	<ul style="list-style-type: none"> • Balance, agility and coordination • Developing simple tactics for attacking and defending
<u>P.S.H.E</u>	Relationships	<ol style="list-style-type: none"> 1. I can identify the members of my family and understand that there are lots of different types of families 2. I can identify what being a good friend means to me 3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer

	Changing me	<ol style="list-style-type: none"> 4. I know who can help me in my school community 5. I can recognise my qualities as person and a friend 6. I can tell you why I appreciate someone who is special to me <ol style="list-style-type: none"> 1. I am starting to understand the life cycles of animals and humans 2. I can tell you some things about me that have changed and some things about me that have stayed the same 3. I can tell you how my body has changed since I was a baby 4. I can identify the parts of the body that make boys different to girls and can use the correct names for penis, testicles, vagina 5. I understand that every time I learn something new I change a little bit 6. I can tell you about changes that have happened in my life 7.
<u>R.E.</u>	<p>Key question: Is Shabbat important to Jewish children?</p> <p>Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<ul style="list-style-type: none"> • I can tell you which is my favourite day of the week • and talk about food I would like to share in a special meal • I can use the right names for things that are special to Jewish people during Shabbat and explain why • I can start to make a connection between being Jewish and decisions about behaviour <ul style="list-style-type: none"> • I can say how it feels to say sorry and what I have said sorry for • I can tell you something that either Rosh Hashanah or Yom Kippur is about • I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur
<u>Science</u>	Looking at animals	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Year 2 Term 1		
	Key Focus	Contents and skills
<u>Art</u>	Colour	Colour mixing <ul style="list-style-type: none"> • Mix paint to make the secondary colours • Mix and match colours to predict the outcome • Making different tints • Making different tones • Using colours to make prints
<u>Computing</u>	Coding Online safety Spreadsheets	<ul style="list-style-type: none"> • To introduce algorithms • To use Repeat and Timer commands • Debugging • To explore the possible actions of different types of objects • To create a more complex program to retell a story, using 2Code <ul style="list-style-type: none"> • To know how to refine searches using the search tool • To know how to share work electronically using the display boards • Have some knowledge and understanding about sharing work on <i>Purple Mash</i> and the internet • Using 2email respond characters • How do we talk to others when they aren't there in front of us? <ul style="list-style-type: none"> • Reviewing prior use of spreadsheets • Copying and Pasting • Totalling tools • Using a spreadsheet to add amounts • Creating a table and block graph
<u>DT</u>	Model Making	Moving toy using wheel and axel <ul style="list-style-type: none"> • Create my own plan • Use diagrams, model and mock ups to help plan • Create and follow design criteria

		<ul style="list-style-type: none"> • Select tools and equipment to cut, shape, join and finish • Compare my work against the design criteria • To use axels and wheels to make something move
<u>Geography</u>	Wonderful World	Locational knowledge <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary
<u>History</u>	Great Fire of London	Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> • Awareness of the past • Identify similarities and differences between ways of life in different period • Choosing and using parts of stories and other sources to show that they know and understand key features of events
<u>Music</u>	Hands, Feet, Heart	Music from South Africa Freedom songs <i>Hands, Feet, Heart by Joanna Mangona</i> Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music Musical Activities: <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together. Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together
	<i>Ho, Ho, Ho</i>	Wintertime, Festivals and Christmas time Create a performance using music and dance

		<p>Ho Ho Ho by Joanna Mangona</p> <p>Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together. Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble <p>Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>
<u>P.E.</u>	Swimming Multi-skills Fundamentals	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Running, jumping, throwing and catching • Running, jumping, throwing and catching
<u>P.S.H.E</u>	Being me in my world Celebrating differences	<ul style="list-style-type: none"> • Identify the expectations, rules and routines of my new class • Identify some ways in which my friend is different from me • Tell you why I value this difference about him/her
<u>R.E.</u>	Christianity: Is it possible to be kind to everyone all of the time? Why did God give Jesus to the world?	<ul style="list-style-type: none"> • Remember the Christmas story and start to explain that • Retell a story Jesus told about being kind or give an example of when Jesus showed kindness • Say if I think Christians should be kind and give a reason • Christians believe Jesus was a gift from God to the world • Give a reason why Christians think God gave Jesus to the world

<u>Science</u>	<p>Growing up</p> <p>Materials: Shaping up</p> <p>Good choices</p>	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use
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		<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use basic geographical vocabulary
<u>History</u>	<i>Florence Nightingale/Mary Seacole</i>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • Awareness of the past • They should know where people and events they study fit within a chronological framework.
<u>Music</u>	<i>I wanna play in a band</i>	<p>Rock music and movement <i>We will rock you by Queen</i> Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way <p>Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p> <p>Song Structure <i>Kingston Town by UB40 (Reggae music)</i> Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p>

	Zootime	<p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together. Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way <p>Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>
<u>P.E.</u>	Gymnastics Dance	<ul style="list-style-type: none"> • Balance, agility and coordination • Form dances using simple movements and patterns
<u>P.S.H.E</u>	Dreams and goals Healthy me	<ul style="list-style-type: none"> • Explain some of the ways I worked cooperatively in my group to create the end product • Express how it felt to be working as part of this group • Make some healthy snacks and explain why they are good for my body • Express how it feels to share healthy food with my friends
<u>R.E.</u>	<p>Islam Does praying at regular intervals everyday help a Muslim in their everyday life?</p> <p>Christianity Is it true that Jesus came back to life again?</p>	<ul style="list-style-type: none"> • Use the right words to describe how Muslims pray and begin to explain why they do this • Think through how praying 5 times a day might help in some ways more than others • Recall what Christians believe happened on Easter Sunday • Suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion

<u>Science</u>	Taking care Apprentice gardener	<ul style="list-style-type: none">• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Observe and describe how seeds and bulbs grow into mature plants• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
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		<ul style="list-style-type: none"> • To measure textiles • To cut textiles safely • To make something by joining textiles together • To select and explain material choices
<u>Geography</u>	China	Place Knowledge <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary
<u>History</u>	Windsor	Significant historical events, people and places in their own locality <ul style="list-style-type: none"> • Answering and asking questions • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented
<u>Music</u>	Friendship song	Mixed styles: <i>Friendship song by Joanna Mangona and Pete Readman</i> <i>You've Got A Friend In Me by Randy Newman</i> Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music Musical Activities: <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together Revision and deciding what to perform

	Review, rewind and replay	<p>Listen to Western Classical Music The Language of Music Listen and Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music come together Pulse, rhythm, pitch, tempo, dynamics • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ensemble • Playing: Continue to play a classroom instrument in a group/ensemble • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way <p>Perform/Share: continue to work together in a group/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>
<u>P.E.</u>	Athletics Team Games	<ul style="list-style-type: none"> • Balance, agility, coordination and speed • Developing simple tactics for attacking and defending
<u>P.S.H.E</u>	Relationships	<ul style="list-style-type: none"> • I can identify some of the things that cause conflict between me and my friends • I can use positive problem solving techniques to solve these conflicts
<u>R.E.</u>	<p>Islam Does going to the mosque give Muslims a sense of belonging?</p> <p>Does completing Hajj make a person a better Muslim?</p>	<ul style="list-style-type: none"> • Explain what happens when Muslims pray alone or at the mosque • Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be • Remember some of the events that happen during Hajj and start to explain why these are important to Muslims. • Think about the significance of Hajj to a Muslim.

<u>Science</u>	What's in your habitat? Our changing world	<ul style="list-style-type: none">• Explore and compare the differences between things that are living, dead, and things that have never been alive• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• Identify and name a variety of plants and animals in their habitats, including microhabitats• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
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Year 3 Term 1		
<u>Art</u>	Drawing – <i>Adonna Khare/Dirk Dzimirsky</i> Painting - <i>Rousseau</i>	Contents and skills Observational drawing: <ul style="list-style-type: none"> • Can I show facial expressions in my drawings? • Can I use my sketches to produce a final piece of work? • Can I use different grades of pencil shade to show different tones and texture? • Can I write an explanation of my sketch in notes? • Can I begin to show facial expressions and body language in my sketches? <ul style="list-style-type: none"> • Can I predict with accuracy the colours that I mix? • Can I say where each of the primary and secondary colours sit on the colour wheel? • Can I create a background using a colour wash? • Can I make a printing block? • Can I make a two colour print? –Christmas Card
<u>Computing</u>	6 weeks Touch typing 6 weeks coding Digital literacy (whole curriculum)	<ul style="list-style-type: none"> • To discuss the need for correct posture when typing. To introduce typing terminology • To practise and improve typing skills • To start to type words • To improve the speed and efficiency of typing skills <ul style="list-style-type: none"> • To design and write a program that simulates a physical system • To use repetition commands • To introduce 'if' statements • Debugging • To introduce variables To learn how to type words quickly and correctly using a keyboard: <ul style="list-style-type: none"> • Change the appearance of text so it matches a document's theme • Use and combine a variety of brush styles and painting tools to create a picture • To compare tools for editing images saved from the web
<u>DT</u>	Model making Model of a rainforest animal with moving parts	Design and make a mechanical model of a rainforest animal (moving parts): <ul style="list-style-type: none"> • Plan showing equipment, tools and sequenced instructions • Use equipment and tools accurately • Evaluate design/plan and selection of tools and techniques

		<ul style="list-style-type: none"> • Evaluate use of tools • Can I include a moving mechanism?
<u>French</u>	Greetings	<ul style="list-style-type: none"> • Greet and say goodbye to someone • Ask someone's name and give your own • Ask how someone is and reply • Count 1-10 • Identify musical instruments • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words
<u>Geography</u>	Rainforests	<ul style="list-style-type: none"> • Locate the world's countries using maps concentrating on environmental regions, key physical and human characteristics, countries and major cities • Identify key physical and human characteristics including biomes, climate zones, vegetation belts and rivers • Identify position and significance of Equator, Tropics of Cancer and Capricorn • Use atlases, maps, digital mapping and globes
<u>History</u>	Ancient Egypt Year 3	<p>World History: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <ul style="list-style-type: none"> • Importance of the River Nile • Daily life as an Egyptian • Egyptian writing • Howard Carter and Tutankhamun's tomb • Mummification • Egyptian Gods and Goddesses
<u>Music</u>	Autumn 1: <i>Let Your Spirit Fly</i>	<p>Listen & Appraise:</p> <ul style="list-style-type: none"> • begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other

	RnB, Singing in two parts Autumn 2: Glockenspiel Stage 1, the language of music	<p>dimensions of music</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing: continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve</p>
<u>P.E.</u>	Bench Ball Swimming Dance	<ul style="list-style-type: none"> • Throwing, catching, tactics for attack and defence • Balance, coordination, jumps and ways of travelling
<u>P.S.H.E</u>	Being me in my world Celebrating Difference	<ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were

<u>R.E.</u>	<p>Sikhism: Does joining the Khalsa make a person a better Sikh</p> <p>Christianity: has Christmas lost its true meaning?</p>	<ul style="list-style-type: none"> • The Amrit ceremony and the Khalsa • Learning to understand the reasons why a Sikh may choose to join the Khalsa <p>Christmas (concept: Incarnation)</p> <ul style="list-style-type: none"> • Learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us
<u>Science</u>	<p>Can you see me (yr3c) light</p> <p>Power of Forces (yr3b) Forces and magnets</p>	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing

Year 3 Term 2		
	Key Question	Contents and skills
<u>Art</u>	Collage/textiles	<ul style="list-style-type: none"> • Can I cut very accurately? • Can I overlap materials? • Can I experiment using different colours? • Can I use mosaics? • Can I use montage? • Can I add onto my work to create texture and shape? • Can I create a pop up? • Can I add texture to a piece of work? • Create Mothering Sunday card
<u>Computing</u>	<p>2 weeks Online safety</p> <p>3 weeks Spreadsheets</p> <p>Digital Literacy</p>	<ul style="list-style-type: none"> • Safe passwords and communication methods • Is everything on the Internet true? • To create pie charts and bar graphs • To use the 'more than', 'less than' and 'equals' tools • To introduce the Advanced Mode of 2Calculate and use coordinates <p>To learn how to type words quickly and correctly using a keyboard:</p> <ul style="list-style-type: none"> • Change the appearance of text so it matches a document's theme • Use and combine a variety of brush styles and painting tools to create a picture • To compare tools for editing images saved from the web
<u>DT</u>	Cooking and nutrition: bread	<p>Making bread:</p> <ul style="list-style-type: none"> • Plan and describe design • Compare ready made products • Select tools and equipment to cut, shape, join, finish • Evaluate design • Cut safely • Explain importance of hygiene in food prep • Ways to present product in interesting way

<u>French</u>	En Classe	<ul style="list-style-type: none"> • Identify classroom objects • Identify colours, and describe an object's colour • Say your age • Recognise and repeat classroom instructions • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words
<u>Geography</u>	South America	<ul style="list-style-type: none"> • Locate the world's countries using maps to focus on South America • Identify physical features of South America including mountains, rivers climate • Identify position and significance of equator, tropics, poles on a map • Describe and understand key aspects of human geography including land use and trade links and the distribution of natural resources. • Understand 4 figure grid references/co-ordinates pinpoint an exact geographical location. • Use atlases, maps, digital mapping and globes
<u>History</u>	Ancient Greece Year 3	<p>World History: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • Difference between Athens and Sparta • Greek wars and warfare • Main events of a key battle • Life as an Ancient Greek • Role of Theatre • Greek religion
<u>Music</u>	Spring 1: <i>Three Little Birds</i> <i>Reggae</i> and <i>Bob Marley</i> Spring 2: The Dragon Song	<p>Listen & Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol

	Music around the world, Singing in two parts	<ul style="list-style-type: none"> • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing: continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol • Improvisation: continue to explore and create your own responses, melodies and rhythms • Composition: continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve</p>
<u>P.E.</u>	Invasion games Gymnastics	<ul style="list-style-type: none"> • Throwing, catching, kicking, tactics for attack and defence • Balance and coordination
<u>P.S.H.E</u>	Dreams and Goals Healthy Me	<ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream/ambition that is important to me • I enjoy facing new learning challenges and working out the best ways for me to achieve them • I am motivated and enthusiastic about achieving our new challenge • I can recognise obstacles which might hinder my achievement and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time • I understand how exercise affects my body and know why my heart and lungs are such important organs • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I understand that, like medicines, some household substances can be harmful if not used correctly • I understand how complex my body is and how important it is to take care of it
<u>R.E.</u>	Christianity: Could Jesus heal people? What is 'good' about Good	<p>Jesus' Miracles</p> <ul style="list-style-type: none"> • Learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles <p>Easter: Forgiveness</p>

	Friday?	<ul style="list-style-type: none"> • Learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians
<u>Science</u>	Amazing bodies (Yr3d) Skeleton, muscles and nutrition	<ul style="list-style-type: none"> • 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

Year 3 Term 3		
	Key Question	Contents and skills
<u>Art</u>	Sculpture	<p>Soap Sculpture: Can I make a satisfying form by paring/ scraping the material? Artist: <i>Barbara Hepworth</i> Clay: Can I make a lantern by joining slabs</p>
<u>Computing</u>	<p>4 weeks Branching databases</p> <p>3 weeks Simulations</p> <p>3 weeks Graphing</p> <p>Digital literacy:</p>	<ul style="list-style-type: none"> • To sort objects using just YES/NO questions • To complete a branching database using 2Question • To create a branching database of the children’s choice • To look at <u>what simulations are</u> • To explore a simulation • To analyse <u>and evaluate a simulation</u> • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form. <p>To learn how to type words quickly and correctly using a keyboard:</p> <ul style="list-style-type: none"> • Change the appearance of text so it matches a document’s theme • Use and combine a variety of brush styles and painting tools to create a picture • To compare tools for editing images saved from the web
<u>DT</u>	Useful product: textiles bag/purse	<ul style="list-style-type: none"> • plan • describe design • make • evaluate • Technical knowledge • Can I think about the materials for the product thinking of the end user? Can I choose textiles for their appearance and qualities? Can I devise a template? Can I explain how to join things in a different way?

<u>French</u>	Mon corps	<ul style="list-style-type: none"> • Identify parts of the body • Describe eyes and hair • Recognise days of the week • Give basic character descriptions • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words
<u>Geography</u>	Extreme Earth	<ul style="list-style-type: none"> • Locate the world's countries and major cities concentrating on key physical and human characteristics • Describe and understand key aspects of physical geography: volcanoes and earthquakes • Describe and understand key aspects of human geography including land use, distribution of natural resources • Use atlases, maps, globes and digital computer mapping
<u>History</u>	Windsor History Year 3	<p>Local history study on Windsor Castle:</p> <ul style="list-style-type: none"> • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
<u>Music</u>	<p>Summer 1: Bringing Us Together Disco music</p> <p>Summer 2: Reflect, rewind, replay Western Classical Music, the language of music</p>	<p>Listen & Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing: continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol

		<ul style="list-style-type: none"> Improvisation: continue to explore and create your own responses, melodies and rhythms Composition: continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve</p>
<u>P.E.</u>	Cricket Athletics	<ul style="list-style-type: none"> Throwing, catching, batting and fielding Running, jumping and throwing
<u>P.S.H.E</u>	Relationships Changing Me	<ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener I know and can use some strategies for keeping myself safe I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different I know how to express my appreciation to my friends and family I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I am in Year 4
<u>R.E.</u>	Sikhism: Do Sikhs think it is important to	<p>Sharing and Community:</p> <ul style="list-style-type: none"> Learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing

	share?	
<u>Science</u>	<p>Rock detectives (Yr3 a) Rocks and soils</p> <p>How does your garden grow (yr3e) Life cycle of plants</p>	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Year 4 Term 1		
	Key Question	Contents and skills
<u>Art</u>	<p>Observational drawing</p> <p>Artist: <i>Monet</i></p>	<ul style="list-style-type: none"> • Can I identify and draw simple objects and use marks and lines to produce texture? • Can I organise line, tone, shape and colour to represent figures and forms of movement? Can I show reflections? Can I explain why I have chosen specific materials to draw with? • Can I successfully use shading to create mood and feeling? • Can I create all the colours I need? • Can I create mood in my painting? • Can I print using four colours? Can I create an accurate print design? • Can I print on different materials? (Christmas card)
<u>Computing</u>	<p>6 weeks Coding</p> <p>2 weeks Online Safety</p> <p>5 weeks Spreadsheets</p> <p>Digital Literacy (over the whole curriculum)</p>	<ul style="list-style-type: none"> • Design and write a program that accomplishes a specific goal • Variables and 'if/else' statements • Using repetition and user input • Debugging • Working with variables • Using 2Code to make a control simulation • To sharing knowledge of online safety • To create and share an online safety presentation and information materials • Using the formula wizard in the advanced mode to add formulae and explore formatting cells • Timer and spin button • Line graphs • Using a spreadsheet for budgeting • Exploring Place Value with a spreadsheet <p>To learn how to type words quickly and correctly using a keyboard:</p> <ul style="list-style-type: none"> • To type text into different programs and change its style by applying a range of font effects • To create documents and posters by combining text boxes with inserted images • To create a photo collage • To create a multimedia e-book combining: text, images voice recordings and shapes • To paint a picture by combining different brush styles • To shoot a digital photo and explore tools to edit it

<p><u>DT</u></p>	<p>Model making – (mechanical systems such as gears, pulleys, cams, levers) Linked to Romans</p>	<p>Design :</p> <ul style="list-style-type: none"> • Can I show how my design meets a range of requirements? Can I put together a step by step plan, including the tools and materials I will need? Can I suggest some improvements and say what was good and not so good about my original design? <p>Make:</p> <ul style="list-style-type: none"> • Can I show I am conscious of the need to produce something that will be liked by others? Can I show a good level of expertise when I am using tools and materials? Can I explain how my product will appeal to others <p>Evaluate:</p> <ul style="list-style-type: none"> • Can I explain how I can improve my original design? Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria? <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Can I use the most appropriate materials? Can I work accurately to make cuts and holes? Can I join materials?
<p><u>French</u></p>	<p>Unit 4 Rigolo Bonjour</p>	<ul style="list-style-type: none"> • Identify and name animals and pets • Numbers 11 to 20 • Giving someone’s name • Describing someone <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use spoken French to identify different animals • Recognise and use numbers 11-20 orally and in writing • Reply when asked someone’s name • Describe someone using set phrases • Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases
<p><u>Geography</u></p>	<p>First half term: Settling in the UK</p>	<p>What key factors do people take into account when settling in an area?</p> <ul style="list-style-type: none"> • Name and locate counties and cities of United Kingdom • Name and locate key mountains • Human geography, including types of settlement (important features of a settlement site) • Explain land use patterns and understand how these have changed over time (use Windsor as an example – thinking about settlers)

	<p>Playing the glockenspiel. The language of music.</p>	<p>Musical Activities:</p> <ul style="list-style-type: none"> • Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol • Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing: continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol <p>Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>
<u>P.E.</u>	<p>First half term: Ball skills/invasion games</p> <p>OAA</p> <p>Second half term: Ball skills/invasion games</p> <p>Dance</p>	<ul style="list-style-type: none"> • Use throwing, catching in isolation and in combination • Play competitive games and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> • Take part in challenges both individually and in a team <ul style="list-style-type: none"> • Use throwing, catching in isolation and in combination • Play competitive games and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> • Perform dances using a range of movement patterns
<u>P.S.H.E</u>	<p>First half term: Being Me in My World</p> <p>Second half term:</p> <p>Celebrating Differences</p>	<p>First unit in Discovery pack</p> <p>Second unit in Discovery Pack</p> <ul style="list-style-type: none"> • I can tell you a time when my first impression of someone changed as I got to know them • I can explain why it is good to accept people for who they are

<u>R.E.</u>	<p>First half term: How special is the Jews' relationship with God?</p> <p>Second half term: What is the most significant part of the Nativity story for Christians today?</p>	<ul style="list-style-type: none"> • I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make • I can start to explain what makes Jewish people believe they have a special relationship with God • I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel <ul style="list-style-type: none"> • I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me • I can describe one thing a Christian might learn about Jesus from a Christmas symbol • I can ask questions about what Christmas means to Christians and compare this with what it means to me
<u>Science</u>	<p>First half term: In a state (Y4a) States of Matter</p> <p>Second half term: Good Vibrations (Y4b) Sound</p>	<ul style="list-style-type: none"> • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases

Year 4 Term 2	Key Question	Contents and skills
<u>Art</u>	Observational drawing Artist: <i>Andrew Goldsworthy</i>	<ul style="list-style-type: none"> • Natural sculpture • Clay – modelling a living creature • Can I sculpt clay and other mouldable materials? • Wire frame – Modroc/papier mâche • Can I experiment with and combine materials and processes to design and make 3D form?
<u>Computing</u>	<p>5 weeks Writing for different audiences</p> <p>4 weeks Logo</p> <p>Digital Literacy (over the whole curriculum)</p>	<ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text • To use a simulated scenario to produce a news report • To use a simulated scenario to write for a community campaign <ul style="list-style-type: none"> • To learn the language of Logo • To input simple instructions on Logo • For the children to use Logo to create letters • To use the Repeat function in Logo to create shapes • To use the Build feature in Logo <p>To learn how to type words quickly and correctly using a keyboard:</p> <ul style="list-style-type: none"> • To type text into different programs and change its style by applying a range of font effects • To create documents and posters by combining text boxes with inserted images • To create a photo collage • To create a multimedia e-book combining: text, images voice recordings and shapes • To paint a picture by combining different brush styles • To shoot a digital photo and explore tools to edit it
<u>DT</u>	How can I make a model which includes electrical components	<p>Design: Can I show how my design meets a range of requirements? Can I put together a step by step plan, including the tools and materials I will need? Can I suggest some improvements and say what was good and not so good about my original design?</p> <p>Make: Can I show I am conscience of the need to produce something that will be liked by others? Can I show a good level of expertise when I am using tools and materials? Can I explain how my product will appeal to others?</p>

		<p>Evaluat: Can I explain how I can improve my original design? Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria?</p> <p>Technical Knowledge: Can I make a product which uses both mechanical and electrical components? Can I use a simple circuit? Can I add things to my circuits? Have I altered my product after checking it? Can incorporate switches/bulbs/buzzers/motors?</p>
<u>French</u>	Unit 5 <i>Rigolo La Famille</i>	<ul style="list-style-type: none"> • Identify members of your family • The alphabet • Household items • Preposition Sur and Dans <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use spoken French to identify family members, using <i>mon/ma/mes</i> • Recognise and use the French alphabet, not necessarily including accented letters • Recognise the meaning of prepositions <i>dans</i> and <i>sur</i> in sentences
<u>Geography</u>	First half term: Water	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including rivers • Describe and understand key aspects of physical geography including the water cycle • Name and locate key rivers and coasts in UK and other parts of the world • Use eight points of the compass • Identify the location of the Prime/Greenwich Meridian • Understand aspects of human geography including distribution of natural resources such as water (flooding) • Fieldwork to observe, measure and record human and physical features in the local area using a range of methods (river study in Windsor)
<u>History</u>	Second half term: British history	<p>Anglo Saxons: Was this really the dark ages?</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • The difference between invaders and settlers • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture based on Sutton Hoo

		Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together
<u>P.E.</u>	<p>First half term: Gymnastics Swimming Y4</p> <p>Second half term: Net/wall games Gymnastics Swimming y4</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively and perform safe self-rescue. • Running, jumping, throwing, catching in isolation and in combination.
<u>P.S.H.E</u>	<p>First half term: Unit 3 Dreams and Goals (Discovery)</p> <p>Second half term: Unit 4 Healthy Me</p>	<ul style="list-style-type: none"> • I know how to make a new plan and set new goals even if I have been disappointed • I know what it means to be resilient and to have a positive attitude • I can identify feelings of anxiety and fear associated with peer pressure • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to
<u>R.E.</u>	<p>First half term: How Important is it for Jews to do what God asks them to?</p> <p>Second half term: Is Forgiveness Always Possible?</p>	<ul style="list-style-type: none"> • I can discuss why I would choose to follow an instruction • Not to eat certain foods, who I would listen to and why • I can describe some of the things Jews do to show respect to God • I can start to identify how it would feel to keep Kashrut • I can talk about what sort of help I might need to show forgiveness • I can describe what a Christian might learn about forgiveness from a Biblical text • I can show an understanding of how Christians believe • God can help them show forgiveness
Science	<p>First half term: Switched on (Y4c) Electricity</p>	<p>How can we switch on?</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is

	<p>Second half term: Where does all the food go (Y4d) Animals including human</p>	<p>part of a complete loop with a battery</p> <ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors <p>Where does all the food go?</p> <ul style="list-style-type: none"> • 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
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		<p>good and not so good about my original design</p> <p>Make:</p> <ul style="list-style-type: none"> • Can I show I am conscious of the need to produce something that will be liked by others? Can I show a good level of expertise when I am using tools and materials? Can I explain how my product will appeal to others? <p>Evaluate:</p> <ul style="list-style-type: none"> • Can I explain how I can improve my original design? Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria? <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Can I cut safely? • Can I explain the importance of being hygienic in food preparation? • Can I explain what a healthy food choice is? I know why it is important to have a varied diet • Do I know where food comes from? Can I make seasonal choices?
<u>French</u>	Unit 6 <i>Bon Anniversaire</i>	<ul style="list-style-type: none"> • Recognise and ask for snacks • Give opinions about food • Numbers 21 to 31 • Months of the year • Dates and birthdays <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Understand when they are being asked what they want • Use spoken French to identify various snacks • Recognise and count numbers 1-31 • Recognise French months and combine with numbers to form dates
<u>History</u>	First half term: Anglo Saxons cont.	History starts towards the end of spring term and continues through summer term (summer production and transition events take up substantial time second half of summer term)

		<p>Perform/Share:</p> <ul style="list-style-type: none"> Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together
<u>P.E.</u>	<p>First half term: Striking & Fielding</p> <p>Second half term: Athletics</p> <p>Striking & Fielding</p>	<p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>As above</p>
<u>P.S.H.E</u>	<p>First half term: Relationships</p> <p>Second half term: Changing Me</p>	<ul style="list-style-type: none"> I can explain different points of view on an animal rights issue I can express my own opinion and feelings on this I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
<u>R.E.</u>	<p>First half term: What is the best way for a Jew to show commitment to God</p> <p>Second half term: Do people need to go to church to show they are Christians?</p>	<ul style="list-style-type: none"> I can explain why I think some things need to wait until you are a certain age I can give you examples of things I am committed to and explain which ones are more or less important to me I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons I can explain some of the feelings my special place gives me and suggest why that is I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism I can start to understand the impact a Christian's special place has on him/her

<u>Science</u>	Human impact and Who am I (Y4 e) Living things and their habitats	Who am I and what is human impact on the world around us? <ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment• Recognise that environments can change and that this can sometimes pose dangers to living things
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