

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p data-bbox="439 134 568 236"><u>The First Drawings</u> (History link)</p> <p data-bbox="371 240 629 671">Children will learn about life as a cave boy in the Stone Age. They will write a recount of the story, ordering events correctly. They will learn about prepositions and increase their English terminology including, concrete and abstract nouns and modal verbs.</p> <p data-bbox="416 711 591 786"><u>Escape from Pompeii</u></p> <p data-bbox="371 791 613 1222">Children will begin by exploring the illustrations and creating mystery setting descriptions, using a variety of grammatical and authorial tools. They will go on to write their own historical stories, based upon the eruption of Vesuvius in Ancient</p>	<p data-bbox="748 134 819 165"><u>Leon</u></p> <p data-bbox="656 170 913 501">Children will explore the idea of wonder and magic. They will write their own version of the story focusing on key parts of the text and be introduced to the idea of adverbial phrases and alliteration.</p>	<p data-bbox="960 134 1202 205"><u>The Pied Piper of Hamlin</u></p> <p data-bbox="938 210 1218 644">Children will read a range of myths, legends, fables and traditional tales, identify and discuss common themes. They will write newspaper reports and persuasive letters to the mayor. Using a familiar story theme, children plan and write their own stories in the style of myth/legend/fable</p> <p data-bbox="1032 692 1133 724"><u>Sparky</u></p> <p data-bbox="938 729 1218 1240">Children will explore the concept of irony and subtle characterisation by being 'Reading Detectives' to infer and deduce ideas from careful authorial choices. They will develop an understanding of multi-clause sentences using commas and brackets. Fronted adverbials and the associated punctuation will be explored.</p>	<p data-bbox="1263 134 1496 245"><u>The Day I Swapped My Dad for 2 Goldfish</u></p> <p data-bbox="1247 250 1487 719">Children will learn about a new type of text - play script. They will learn about the key features of written dialogue and how to use speech marks in their own work. They will also explore uses of vocabulary and how this can make their writing more interesting.</p> <p data-bbox="1312 767 1449 842"><u>Cloud Tea Monkeys</u></p> <p data-bbox="1247 847 1503 1177">Children will develop their draft writing skills and write a descriptive passage. They will also continue to build on their non-fiction writing and create a letter and non-chronological report.</p>	<p data-bbox="1621 134 1733 165"><u>Flotsom</u> (Geography link)</p> <p data-bbox="1536 197 1812 564">Children will create their own version of a story, planning characters, settings and plot. They will use many grammatical elements they have learnt throughout the year and put them together to create their mystery story.</p> <p data-bbox="1610 612 1744 644"><u>Spywatch</u></p> <p data-bbox="1536 649 1812 1283">Children will learn a series of Spy skills as they become spycatchers. Children follow the adventures of a group of evacuees on the trail of spy suspects. The story leads them to a point where they can investigate four suspects in any order. Each suspect has their own story and a set of four activities which develop different aspects of phonics and spelling. They will develop; dictionary</p>	<p data-bbox="1906 134 2018 165"><u>Jim, A</u></p> <p data-bbox="1845 170 2063 612"><u>cautionary Tale</u> Children explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales. The children will prepare poems to read aloud and perform.</p>

	Rome including action, suspense and drama.				skills, spelling, using words with common letter strings, compound words and words within words, rhyming words  When they have investigated all four suspects, children use all their clues to go to the police and collect their reward!	
Maths	<p><u>Place Value</u> Place value knowledge of two-digit numbers and 3-digit numbers.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Numbers to one thousand</p> <p><u>Addition and Subtraction</u> Expanded column method for both addition and subtraction, with and without exchanging.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Addition, add, more,</p>	<p><u>Addition and Subtraction</u> Addition and subtraction of 3-digit numbers and use this to be able to estimate, check and problem solve.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Addition, add, more, total altogether, how many more to make ...? bonds/pairs, boundary, hundreds boundary</p> <p><u>Multiplication and Division</u></p>	<p><u>Multiplication and Division</u> Multiplication and division facts and how these operations relate to each other.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> multiplication, multiply, multiple, factor, groups of, product, repeated addition, division dividing, divide, divided by, divided, left over, remainder grouping, sharing, share, share equally, multiplication table, multiplication fact, division fact</p> <p><u>Money</u></p>	<p><u>Length</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g). Measure the perimeter of simple 2-D shapes</p> <p><u>Key vocabulary (new vocabulary in bold)</u> measure measurement size compare measuring scale, size compare, unit, standard unit metric unit measuring scale, estimate.</p> <p><u>Fractions</u> Count up and down in tenths. Compare and order unit fractions, and fractions with the</p>	<p><u>Time</u> Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hour. Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Minute. Hour, clock, face, hands, quarter past/to, half past, year, month, week</p>	<p><u>Mass and Capacity</u> Measure, compare and add and subtract with mass. Measuring, comparing and problem solving with capacity.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Measure, litre, half litre, millilitre capacity volume,</p>

	total altogether, how many more to make ...? bonds/pairs, boundary, hundreds boundary	<p>3s, 4s, and 8 multiplication and division facts. Problem solving with multiplication and division as well deepening their understanding of divisibility.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> multiplication, multiply, multiple, factor, groups of, product, repeated addition, division dividing, divide, divided by, divided, left over, remainder grouping, sharing, share, share equally, multiplication table, multiplication fact, division fact</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Pound, pence, money, coins, notes, change</p> <p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> count, tally, sort, data graph, block graph, pictogram represent group, set list, table, chart, bar chart, frequency table Carroll diagram, Venn diagram label, title</p>	<p>same denominators and recognise and show, using diagrams, equivalent fractions. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with. Add and subtract fractions with the same denominator within one whole.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths</p>	<p><b><u>Angles and properties of shapes</u></b> Draw 2-D and 3-D shapes. Recognise angles as a property of shape or a description of a turn. Identify whether angles are greater or less than right angle.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> shape, pattern flat, line curved, straight round hollow, solid sort make, build, construct, draw, sketch perimeter centre surface</p>	
Science	<u>Rocks</u>		<u>Animals including humans</u>	<u>Plants</u>	<u>Forces and magnets</u> <u>Previous Learning (Year 2)</u>	<u>Light</u>

	<p><u>Previous Learning (Year 2)</u> Identify and compare the suitability of a variety of everyday materials.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Classify animals/ materials. Link two variables. Fair tests. Identify scientific questions. Explain an observation or an event in scientific terms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Appearance, physical Properties, hard/soft shiny/dull, rough/smooth</p>		<p><u>Previous Learning (Year 2)</u> Find out about and describe the basic needs of animals, including humans, for survival</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><u>Skills</u> Systematic/ careful observations. Use bar charts, pictograms, tables. Research using given sources. Identify scientific questions. Explain an observation or an event in scientific terms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support,</p>	<p><u>Previous Learning (Year 2)</u> Describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Prior learning missed (pandemic/lockdown)</u> bulbs grow into mature plants</p> <p><u>Knowledge</u> 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</p> <p><u>Skills</u> Research using given sources. Predict. Fair tests. Identify scientific questions. Explain an observation or an event in scientific terms.</p>	<p>Suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> 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</p>	<p><u>Previous Learning (Year 2)</u> Find out and describe how plants need light</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Recognise that he/she needs 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 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</p> <p><u>Skills</u> Abstract contexts e.g. processes and phenomena such as forces/ light. Systematic/ careful observations. Use bar charts, pictograms,</p>
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	<p>absorbent/not absorbent fossils, sedimentary, metamorphic, igneous, rock, soils, organic matter buildings, gravestones grains, crystals</p> <p>In Year 4: Compare and group materials together, according to whether they are solids, liquids or gases</p>		<p>protect, skull, ribs, spine, muscles, joints.</p> <p>In Year 4: 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</p>	<p><u>Key vocabulary (new vocabulary in bold)</u> Common, wild plants, garden plants, deciduous, pollination, dispersal, formation, nutrients, flowering.</p> <p>In Year 4: 'Living thing and their habitats'. Recognise that living things can be grouped in a variety of ways.</p>	<p><u>Skills</u> Abstract contexts e.g. processes and phenomena such as forces/ light. Systematic/ careful observations. Use bar charts, pictograms, tables. Identify scientific questions. Explain an observation or an event in scientific terms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Force, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South. In Year 4: n/a</p>	<p>tables. Identify scientific questions. Explain an observation or an event in scientific terms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</p> <p>In Year 4: Recognise that vibrations from sounds travel through a medium to the ear</p>
<p>Art</p>	<p><u>Cave Art</u></p> <p><u>Previous Learning (Year 2)</u> Use a range of materials creatively to design and make products.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> They will look at, talk about, critique and creatively respond to the work of artists,</p>		<p><u>European Art</u></p> <p><u>Previous Learning (Year 2)</u> Use a range of materials creatively to design and make products.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> They will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and</p>		<p><u>WW2 Inspired Art</u></p> <p><u>Previous Learning (Year 2)</u> Use a range of materials creatively to design and make products.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> They will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and</p>	

	<p>craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.</p> <p><u>Skills</u> Experiment with different grades of pencil and other implements e.g. charcoal, pastels, pencil, crayon, chalk, pens. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Show increasing control. Use a variety of techniques e.g. weaving, applique.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: To use sketchbooks to record their observations and use them to review and revisit. To improve their mastery of art and design techniques in drawing with a range of materials.</p>		<p>media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.</p> <p><u>Skills</u> Create repeating patterns. Create printing blocks using a relief or impressed method. Join clay adequately and construct a simple base for extending and modelling other shapes. Create models using different materials - wood, paper mache, recycled materials. Plan, design and make models.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: To use sketchbooks to record their observations and use them to review and revisit. To improve their mastery of art and design techniques in drawing with a range of materials.</p>		<p>media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.</p> <p><u>Skills</u> Mix a variety of colours, knowing which primary colours make secondary colours. Experiment with different textures and effects - blocking in colour, washes, layering, brush size and thickened paint. Begin to work confidently with different scales e.g. small brush on small picture. Experiment with a range of collage techniques such as tearing, layering and overlapping.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: To use sketchbooks to record their observations and use them to review and revisit. To improve their mastery of art and design techniques in drawing with a range of materials.</p>	
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		<p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Make a strong, stiff structure.</p>				<p>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
Computing	<p><u>E-Safety</u></p> <p><u>Previous Learning (Year 2)</u> Children are able to use technology safely and understand the importance of keeping personal information private.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children use technology safely and respectfully, keeping personal information private. They also use technology safely and recognise acceptable and</p>	<p><u>Coding</u></p> <p><u>Previous Learning (Year 2)</u> Children begin to use logical reasoning to predict the behaviour of simple programs and use this to create simple programs.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> They are able to see simple errors and debug simple programs by using logical reasoning to predict the actions instructed by the code.</p> <p><u>Knowledge</u> Children design, write and debug programs that</p>	<p><u>Digital Literacy</u></p> <p><u>Previous Learning (Year 2)</u> Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. They also begin to be able to compare the benefits of different programs.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> With support, children are able to select and use a variety of software to accomplish goals. Children can use</p>	<p><u>Networks</u></p> <p><u>Previous Learning (Year 2)</u> n/a</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children begin to understand that computer networks enable the sharing of data and information. They also begin to understand that the internet is a large network of computers and that information can be shared between computers.</p> <p><u>Skills</u></p>	<p><u>Digital Literacy</u></p> <p><u>Previous Learning (Year 2)</u> Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. They also begin to be able to compare the benefits of different programs.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> Children recognise common uses of information technology in the home and school environment and in the wider community.</p> <p><u>Knowledge</u> Children recognise familiar forms of input and output</p>	<p><u>E-Safety</u></p> <p><u>Previous Learning (Year 2)</u> Children are able to use technology safely and understand the importance of keeping personal information private.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> n/a</p> <p><u>Knowledge</u> Children use technology safely and respectfully, keeping personal information private. They also use technology safely and recognise acceptable</p>



	<p>unacceptable behaviour online.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Children use technology responsibly and understand that communication online may be seen by others. They also understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p>control or simulate virtual events. They use logical reasoning to explain how some simple algorithms work.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Children begin to decompose (break down) programs into smaller parts and use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p>simple search technologies and recognise that some sources are more reliable than others.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: With support, children are able to select and use a variety of software on a range of digital devices.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Children begin to understand what servers are and how they provide services to a network.</p>	<p>devices and how they are used and make efficient use of them.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Children use different input devices such as cameras or sensors.</p>	<p>and unacceptable behaviour online.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Children use technology responsibly and understand that communication online may be seen by others. They also understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>
<p>History</p>	<p><u>Changing from stone Age to Romans</u></p> <p><u>Previous Learning (Year 2)</u> Children developed an awareness of significant historical events and chronology.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> Develop awareness of significant historical events, people and places in their own locality.</p> <p><u>Knowledge</u> Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Identify and give</p>			<p><u>World War Two</u></p> <p><u>Previous Learning (Year 2)</u> Children developed an awareness of significant historical events and chronology.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> Develop awareness of significant historical events, people and places in their own locality.</p> <p><u>Knowledge</u> Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways.</p>		

	<p>reasons for different ways in which the past is represented. Demonstrate awareness that the past can be divided into different periods of time.</p> <p><u>Skills</u> Use sources of information in ways that go beyond simple observations to answer questions about the past. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Use an increasing range of common words and phrases related to passing of time</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p>		<p>Demonstrate knowledge of aspects of history significant in their locality.</p> <p><u>Skills</u> Distinguish between different sources and evaluate their usefulness. Look at representations of the period - museum, cartoons etc Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p>
<p>Geography</p>		<p><u>Europe</u></p> <p><u>Previous Learning (Year 2)</u> Children developed an awareness of significant historical events and chronology.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> Name and locate the world's five oceans. Identify the location cold areas of the world in relation to the North and South Poles.</p> <p><u>Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe</p>	

	<p>and understand key aspects of physical and human geography.</p> <p><u>Skills</u> Use the eight points of a compass, four symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. <u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: the study of human and physical geography of a region in a European country, and a region within North or South America.</p>					
RE	<p><b>Sikhism</b> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4:</p>	<p><b>Christianity</b> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4:</p>	<p><b>Hinduism</b> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4:</p>	<p><b>Islam</b> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4:</p>	<p><b>Judaism</b> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4:</p>	

<p>Music</p>	<p><u>Let Your Spirit Fly</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>	<p><u>Glockenspiel</u></p> <p><u>Learning basic instrumental skills by playing tunes in varying styles</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>	<p><u>Three Little Birds</u></p> <p><u>Reggae</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>	<p><u>The Dragon Song</u></p> <p><u>A little bit funky and music from around the world.</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>	<p><u>Bringing Us Together</u></p> <p><u>Disco</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>	<p><u>End of year performance</u></p> <p><u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p><u>In Year 4:</u></p>
<p>PE</p>	<p><u>Fitness</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Children will improve agility, balance, coordination, speed, strength and stamina skills.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>The children will learn to balance when changing direction, explore</p>	<p><u>Tag Rugby</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Explore moving with a ball towards a goal.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Keep, adapt and make rules for different games and play by them fairly.</p> <p><u>Skills</u></p>	<p><u>Dance</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Accurately remember, repeat and link actions to express an idea.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>The children learnt to create actions in response to a stimulus individually and in groups. Use dynamics and space</p>	<p><u>Gymnastics</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Explore using shapes in different gymnastic balances.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>The children learnt to explore matching and contrasting shapes, point and patch balances and transition smoothly</p>	<p><u>Athletics</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Develop running, jumping and throwing skills.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p>Throw over a net.</p> <p><u>Knowledge</u></p> <p>The children learnt sprinting technique and apply it to relay events. Technique when jumping for distance in a range of</p>	<p><u>Rounders</u></p> <p><u>Previous Learning (Year 2)</u></p> <p>Strike a ball with hands and equipment.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p>Fielding.</p> <p><u>Knowledge</u></p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to</p>

<p>activities that challenge balance, co-ordinate their bodies, explored sprinting techniques, build strength in different muscle groups and use their breath to increase their ability to work for longer.</p> <p><u>Skills</u> Show balance when changing direction at speed. Show control whilst completing activities which challenge balance. Explore increased speed when coordinating their bodies. Demonstrate improved sprinting technique. Identify activities which help to strengthen different muscle groups. Demonstrate using their breath to maintain their work rate.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Fitness, balance, agility, co-ordination, speed, pace, control, muscle, strength, steady, progress and stamina</p>	<p>Develop passing to a teammate using a variety of techniques appropriate to the game. Develop control whilst dribbling under pressure. Develop decision making around when to pass and when to shoot. Develop defending one on one and know when to win the ball. Move into space to help their team keep possession and score goals.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Defence, tag, opponent, score, receiver, try, possession, onside, outwit, mark, dodge and offside.</p> <p>In Year 4: Children will learn attacking skills and how to keep possession of the ball. They will learn strategies and social skills to self-manage games.</p> <p><u>Yoga</u> <u>Previous Learning (Year 2)</u> Remember, copy and repeat sequences.</p>	<p>effectively to express an idea. Develop an understanding of formations and perform a short self-choreographed phrase.</p> <p><u>Skills</u> Respond imaginatively to a range of stimuli related to character and narrative. Change dynamics confidently within a performance to express changes in character. Confidently use changes in level, direction and pathway. Use action and reaction to represent an idea. Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Space, action, levels, timing, reaction, performance, dynamics, unison, represent and expression.</p> <p>In Year 4: Children will learn to work collaboratively in pairs, in small groups and individually to explore movement. They will</p>	<p>into and out of them, develop the straight, barrel, and forward roll and develop stepping into shape jumps with control.</p> <p><u>Skills</u> Develop the range of shapes they use in their sequences. Develop strength in bridge and shoulder stand. Develop control and fluency in individual and partner balances. Develop the straight, barrel, forward and straddle roll and perform with increased control. Develop control in performing and landing rotation jumps.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Techniques, quality, sequence, perform, rotation, extension, apparatus, inverted and shape.</p> <p>In Year 4: Children will learn how to develop a broad range of skills and how to use them in different ways, linking them to make actions and sequences of movement. They will learn how to</p>	<p>approaches and take off positions and the technique for a pull throw.</p> <p><u>Skills</u> Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Develop technique when jumping for distance. Explore power and technique when throwing for distance in a pull and heave throw.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Stamina, speed, pace, techniques, determination, perseverance, officiate, power, accuracy, personal best and flight.</p> <p>In Year 4: The children will learn how to improve in different physical activities and sports and learn how to evaluate and recognise their success.</p> <p><u>Tennis</u> <u>Previous Learning (Year 2)</u> Accurately throw a ball underarm.</p>	<p>evaluate and recognise their own success.</p> <p><u>Skills</u> Begin to strike a bowled ball using different equipment. Explore fielding skills to include a two-handed pick up and long and short barriers. Use overarm and underarm throwing in game situations. Catch with some consistency.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> In Year 4: Develop bowling and batting techniques, consistent with the rules of the game.</p> <p><u>Swimming</u> <u>Previous Learning (Year 2)</u> Begin to use arms and legs together, move effectively across the water unaided.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> Breathe in sync with their kicking action.</p> <p><u>Knowledge</u></p>
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	<p>In Year 4: Children will learn to understand different components of fitness: speed, stamina, strength, coordination, balance and agility.</p> <p style="text-align: center;"><b>Ball Skills</b></p> <p><u>Previous Learning (Year 2)</u> Roll, throw and kick a ball hit to a target.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Know and understand how to improve stamina. Begin to understand and explain the importance of warming up.</p> <p><u>Skills</u> Send a ball with accuracy and increasing consistency to a target. Catch a range of objects with increasing consistency. Track a ball not sent directly. Dribble a ball with hands and feet.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p>	<p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> The children learnt to use increased control when in poses, explore movement in relation to their breath and develop the skill to stay still and keep focused.</p> <p><u>Skills</u> Explore using their breath to maintain balance within a pose. Demonstrate increased extension in their poses. Demonstrate increased control and strength with in pose. Can engage with mindfulness activities with increased focus.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Strength, flexibility, stable, control, perform, mindfulness, grounded, down dog, link, try, relax and techniques</p> <p>In Year 4: Children will learn how yoga techniques and poses can help connect their mind and body.</p>	<p>learn about different vocabulary and how to identify these in a dance routine.</p> <p style="text-align: center;"><b>Hockey</b></p> <p><u>Previous Learning (Year 2)</u> Develop striking a ball with equipment.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Develop the range and consistency of their skills in all games. Consolidate their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for different games and play by them fairly.</p> <p><u>Skills</u> Begin to explore striking a ball with a hockey stick. Dribble the ball abiding by the rules of the rules of the game under some pressure. Develop movement skills to lose a defender. Develop moving with a ball towards goal with control.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p>	<p>include apparatus and know how to do this safely.</p> <p style="text-align: center;"><b>Basketball</b></p> <p><u>Previous Learning (Year 2)</u> Develop sending and receiving with increased control.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games.</p> <p><u>Skills</u> Explore sending and receiving abiding by the rules of basketball. Explore dribbling under pressure. Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Track opponents to limit their scoring opportunities.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Develop decision making around when to pass and shoot.</p>	<p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Skills</u> Demonstrate increased technique when using shots both cooperatively and competitively. Develop techniques in serving underarm with increased consistency. Develop rallying using both forehand and backhand. Begin to used appropriate footwork patterns to move around the court.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> ready position, return, serve, rally, control, opponent, forehand and backhand</p> <p>In Year 4: Children will learn about a variety of tennis skills such as the ready position, racket control and forehand and backhand ground strokes.</p>	<p>The children learnt to explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl, begin to explore front crawl breathing techniques and personal survival.</p> <p><u>Skills</u> Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Demonstrate improved breathing technique in front crawl. Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Sculling, submersion, buoyancy, huddle, crawl, rotation, survival, stroke, breaststroke, alternate and treading water.</p> <p>In Year 4: Children will learn a variety of strokes, and how to</p>
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	In Year 4: Accurately use a range of techniques to send and receive a ball sent directly and indirectly.		In Year 4: Explore striking techniques appropriate to the situation.		They will learn how to use different strategies and tactics.	feel happy, safe and confident in the water.
French	<p><u>Greetings, commands, classroom instructions</u></p> <p><u>Previous Learning (Year 2)</u> Show understanding of a couple of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Show understanding of a range of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately.</p> <p><u>Skills</u> Understand that nouns will have different genders and can recognize clues to identify this, such as the difference in simple</p>	<p><u>Christmas Vocabulary - various festivals of the year</u></p> <p><u>Previous Learning (Year 2)</u> Begin to read some familiar words aloud using a reasonable attempt at accurate pronunciation.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Show understanding of a range of familiar spoken phrases, such as simple classroom instructions or greetings, and respond to them appropriately. Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.</p> <p><u>Skills</u> Recognise some familiar words and phrases in written form.</p>	<p><u>Days of the week, numbers, months of the year, birthdays</u></p> <p><u>Previous Learning (Year 2)</u> Ask and answer a simple question, for example about personal information.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. Repeat sentences heard and make simple adaptations to them.</p> <p><u>Skills</u> Recognise the main word classes (eg nouns, adjectives and verbs). Write some single words from memory.</p>	<p><u>Colours &amp; size</u> <u>Previous Learning (Year 2)</u></p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases. Use simple adjectives (such as colours and sizes) to describe things</p> <p><u>Skills</u> Create descriptive sentences using a word bank.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Understand that adjectives may change form according to the noun they relate to, and select the appropriate form (including plural forms)</p>	<p><u>Body parts &amp; Family members</u> <u>Previous Learning (Year 2)</u> Begin to recognise nouns</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Ask and answer simple questions, for example about personal information</p> <p><u>Skills</u> Create descriptive sentences using a word bank. Read some familiar words aloud using mostly accurate pronunciation. Learn and remember new words encountered in reading.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Use a range of adjectives to describe things in more detail (such as describing someone's appearance).</p>	<p><u>Songs</u> <u>Previous Learning (Year 2)</u> Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u> Listen to and attempt to repeat particular phonemes, for example in songs and rhymes or repetitive phrases.</p> <p><u>Skills</u> Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Listen to and accurately repeat</p>

	<p>determiners (eg 'a' and 'the')</p> <p>Have a basic understanding of the usual order of words in sentences in French.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar situation or scenario</p>	<p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Read a range of familiar written phrases and sentences, recognizing their meaning and reading them accurately</p>	<p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: Recognise questions and negative sentences.</p>			<p>particular phonemes such as in songs, rhymes or repetitive phrases and begin to make links to spellings</p>
PSHCE	<p><b><u>Right and Responsibilities</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Say some ways of checking whether something is a fact or just an opinion.</p> <p>Explain how I can help the people who help me, and how I can do this. I</p>	<p><b><u>Me and My Relationships</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Children give lots of ideas about what I do to be a good friend</p> <p><u>Skills</u></p> <p>Children can usually accept the views of</p>	<p><b><u>Keeping Myself Safe</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I can tell you something about keeping my personal details safe online. I can say why this is important.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Say what I could do to make a situation less risky or not risky at all. Children can explain why medicines can be helpful or harmful. Tell you a few things about keeping my personal details safe</p>	<p><b><u>Valuing Difference</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I understand what tolerance and respect mean and how they can help everyone.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Give examples of different community groups and what is good about having different groups.</p> <p>Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p><u>Skills</u></p>	<p><b><u>Growing and Changing</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I can tell you something that makes a positive relationship.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>Say what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that</p>	<p><b><u>Being My Best</u></b></p> <p><u>Previous Learning (Year 2)</u></p> <p>I can explain what 'responsibility' means and give an example of things that relating to my health that I can take responsibility for.</p> <p><u>Prior learning missed (pandemic/lockdown)</u></p> <p><u>Knowledge</u></p> <p>Children can give a few examples of things that they can take responsibility for in relation to their health. Explain and give an example of a skill or talent that I've</p>



	<p>can give an example of this.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can give a few examples of how I've helped people who help me and how I can help myself.</p>	<p>others and understand that we don't always agree with each other and tell you some different ideas for how to make up with a friend if we've fallen out.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can find ways of helping others to resolve arguments or disputes.</p>	<p>online. Explain why information I see online might not always be true.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can say why some people might take risks and why others choose to avoid risky situations.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.</p>	<p>comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.</p>	<p>developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p><u>Skills</u></p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>In Year 4: I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.</p>
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