



## Cycle B Bitterley CE Primary School

### FIRS Class- Year 3 and 4

Term	Autumn	Spring	Summer
<b>Project</b>			
<b>Equality/Diversity/Inclusion/Responsibility</b> <b>Project starter question.</b> <b>This thread should run through your project</b>			
<b>English</b>	<p><b>Fiction</b> TYPE – Defeating a monster tale Focus – Openings and endings character Model text – Krak the Cobbler and Smok the Dragon</p> <p><b>Non-Fiction</b> Text Type – Persuasive Model text – Should dragon hunting be banned?</p> <p><b>Poetry</b> Focus – Spine poem</p> <p><b>Fiction</b> TYPE – Wishing Tale Focus – Setting or character Model text – The King of the Fishes / King of the Wild Horses</p> <p><b>Non-Fiction</b> Text Type – Explanation Model text – How wishes work</p> <p><b>Poetry</b> Focus – List Poem Model – I would wish for...</p>	<p><b>Fiction</b> TYPE – Origin Story Focus – Character Model text – How the elephant got its trunk or How the world was made</p> <p><b>Non-Fiction</b> Text Type - Information Model text – comparison before and after</p> <p><b>Poetry</b> Focus – List poem Model – You are rain in November</p> <p><b>Fiction</b> TYPE – Wishing tale Focus – Character Model text – The Golden Touch</p> <p><b>Non-Fiction</b> Text Type – recount / news Model text – Too much gold?</p> <p><b>Poetry</b> Focus – List poem</p>	<p><b>Fiction</b> TYPE – Defeating the Monster Story Focus – Suspense Model text – <i>Staying out</i></p> <p><b>Non-Fiction</b> Text Type - Diary Model text – <i>my night in the tent</i></p> <p><b>Poetry</b> Focus – List poem noises in the night</p> <p><b>Fiction</b> TYPE – Portal Story Focus – Character Model text - <i>The Door</i> –</p> <p><b>Non-Fiction</b> Text Type - Information Model text – <i>Dragon reports</i></p> <p><b>Poetry</b> Focus – List poem Model – Inside me is a _____ dragon who _____</p>

	<p><b>Spellings</b> – Spelling Shed Spellings Rules - 1-12.</p> <p><b>Grammar</b> – Spelling Shed</p> <table border="1" data-bbox="884 188 1301 347"> <thead> <tr> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>A/an, conjunctions, adverbs, headings/ subheadings, speech marks.</td> <td>Fronted adverbials with commas, expanded noun phrases, possessive S.</td> </tr> </tbody> </table>	Year 3	Year 4	A/an, conjunctions, adverbs, headings/ subheadings, speech marks.	Fronted adverbials with commas, expanded noun phrases, possessive S.	<p>Model – Inside me is a _____ dragon who _____</p> <p><b>Spelling</b> - Spelling Shed Spelling Rules - 13-24.</p> <p><b>Grammar</b> – Spelling Shed</p> <table border="1" data-bbox="1332 242 1646 481"> <thead> <tr> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>Paragraphs, present perfect tense.</td> <td>Difference between plural and possessive S, Standard English, paragraphs, pronouns.</td> </tr> </tbody> </table>	Year 3	Year 4	Paragraphs, present perfect tense.	Difference between plural and possessive S, Standard English, paragraphs, pronouns.	<p><b>Spelling</b> - Spelling Shed Spelling Rules 25-36.</p> <p><b>Grammar</b> – Spelling Shed Revision and revisiting of rules.</p>
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<p><b>Mathematics</b></p>	<p><b>Whiterose</b> <b>Year 3</b> Week 1-3 Place Value Week 4-8 Addition and subtraction Week 9-12 Multiplication and division</p> <p><b>Year 4</b> Week 1-3 Place Value Week 4-6 Addition and subtraction Week 7 Measurement and area Week 8 MTC – preparation Week 9-11 Multiplication and division Week 12 Consolidation</p>	<p><b>Whiterose</b> <b>Year 3</b> Week 1-3 Multiplication and division Week 4-6 Length and perimeter Week 7-9 Fractions Week 10-12 Mass and capacity</p> <p><b>Year 4</b> Week 1-3 Multiplication and division Week 4-5 Length and perimeter Week 6-9 Fractions Week 10-12 Decimals</p>	<p><b>Whiterose</b> <b>Year 3</b> Week 1-2 Fractions Week 3-4 Money Week 5-7 Time Week 8-9 Shape Week 10-11 Statistics Week 12 consolidation</p> <p><b>Year 4</b> Week 1-2 Decimals Week 3-4 Money Week 5-6 Time Week 7 MTC – preparation Week 8-9 Shape Week 10 Statistics Week 11-12 Position and direction</p>								
<p><b>Science</b></p>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Light and sound</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that the dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows changes</li> </ul>	<p><b>Plants</b> Living things and their habitats</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>recognise that living things can</li> </ul>								

			<p>be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>RE</b>	<p><b>Creation, Fall: What do the Christians learn from the creation story?</b></p> <p><b>Incarnation God: What is the Trinity and why is it important to God?</b></p>	<p><b>Hinduism, Judaism.</b> <b>How do festivals and worship show what matters to Muslims?</b></p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p>	<p><b>People Of God. What is it like to follow God?</b></p> <p><b>How and why do people try to make the world a better place?</b></p>
<b>History</b>	<p><b>British history 2: Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> </ul>	<p><b>British history 3: How hard was it to invade and settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• gain and deploy a historically grounded understanding of</li> </ul>	<p><b>How did Benin compare to medieval Britain?</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the</li> </ul>

	<ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p>abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p>expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>
<h2>Geography</h2>	<p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Why do people live by volcanoes?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>

		<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>studied</p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p><b>Art</b></p>	<p><b>Storytelling Through Drawing link English</b>  <b>Drawing, Sketchbooks, Collage</b>  Laura Carlin, Shaun Tan</p> <ul style="list-style-type: none"> <li>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</li> <li>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</li> <li>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</li> <li>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	<p><b>Exploring Pattern link Romans history</b>  <b>Drawing, Collage, Sketchbooks</b>  Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p> <ul style="list-style-type: none"> <li>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</li> <li>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.</li> </ul>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination</b>  <b>Sculpture, drawing, Sketchbooks</b>  Marcus Coates</p> <ul style="list-style-type: none"> <li>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</li> <li>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</li> <li>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</li> <li>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</li> </ul>

# Music

## Year 3: Creating a composition in response to an animation (Theme:Mountains)

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

## Year 4: Rock and Roll

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

## Year 3: Ballads

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- List Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory

## Year 4: Haiku, music and performance

(Theme: Hanami festival)

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

## Year 4: Changes in pitch, tempo (Theme: Rivers)

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

## Year 4: Samba and carnival sounds and instruments

(Theme: South America)

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music

<p><b>Computing</b></p>	<p><b>NCCE units</b> Creating Media, Stop Frame 3:2</p> <p><b>Project Evolve E-Safety (Y3 then Y4 coverage)</b></p> <ul style="list-style-type: none"> <li>•Managing Online Information</li> </ul>	<p><b>NCCE units</b> Creating Media, Desktop media 3:5</p> <p><b>Project Evolve E-Safety (Y3 then Y4 coverage)</b></p> <ul style="list-style-type: none"> <li>•Health, Wellbeing and Lifestyle</li> </ul>	<p><b>NCCE units</b> Data and information – Data logging 4:4</p> <p><b>Project Evolve E-Safety (Y3 then Y4 coverage)</b></p> <ul style="list-style-type: none"> <li>•Privacy and Security</li> <li>•Copyright and Ownership</li> </ul>
<p><b>Design Technology</b></p>	<p><b>Digital world: Mindful moments timer</b></p> <ul style="list-style-type: none"> <li>• Writing design criteria for a programmed timer (Micro:bit).</li> <li>• Exploring different mindfulness strategies.</li> <li>• Applying the results of my research to further inform my design criteria.</li> <li>• Developing a prototype case for my mindful moment timer.</li> <li>• Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.</li> <li>• Following a list of design requirements.</li> <li>• Developing a prototype case for my mindful moment timer.</li> <li>• Creating a 3D structure using a net.</li> <li>• Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.</li> <li>• Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.</li> <li>• Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made.</li> <li>• Documenting and evaluating my project.</li> <li>• Understanding what a logo is and why they are important in the world of design and business.</li> <li>• Testing my program for bugs (errors in the code).</li> <li>• Finding and fixing the bugs (debug) in my code.</li> <li>• To understand what variables are in programming.</li> <li>• To know some of the features of a Micro:bit.</li> <li>• To know that an algorithm is a set of instructions to be followed by the computer.</li> <li>• To know that it is important to check my code for errors (bugs).</li> <li>• To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.</li> <li>•To understand the terms 'ergonomic' and 'aesthetic'.</li> </ul>	<p><b>Structures: Pavilions link history</b></p> <ul style="list-style-type: none"> <li>• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</li> <li>• Building frame structures designed to support weight.</li> <li>• Creating a range of different shaped frame structures.</li> <li>• Making a variety of free standing frame structures of different shapes and sizes.</li> <li>• Selecting appropriate materials to build a strong structure and cladding.</li> <li>• Reinforcing corners to strengthen a structure.</li> <li>• Creating a design in accordance with a plan.</li> <li>• Learning to create different textural effects with materials.</li> <li>• Evaluating structures made by the class.</li> <li>• Describing what characteristics of a design and construction made it the most effective.</li> <li>• Considering effective and ineffective designs.</li> <li>• To understand what a frame structure is</li> <li>• To know that a 'free-standing' structure is one which can stand on its own</li> <li>• To know that a pavilion is a a decorative building or structure for leisure activities.</li> <li>• To know that cladding can be applied to structures for different effects.</li> <li>• To know that aesthetics are how a product looks.</li> <li>• To know that a product's function means its purpose.</li> <li>• To understand that the target audience means the person or group of people a product is designed for.</li> </ul>	<p><b>Cooking and nutrition: Adapting a recipe link science and history</b></p> <ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.</li> <li>• Following a baking recipe, from start to finish, including the preparation of ingredients.</li> <li>• Cooking safely, following basic hygiene rules.</li> <li>• Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).</li> <li>• Evaluating a recipe, considering: taste, smell, texture and appearance.</li> <li>• Describing the impact of the budget on the selection of ingredients.</li> <li>• Evaluating and comparing a range of food products.</li> <li>• Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins.).</li> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>• To know that it is important to use oven gloves when removing hot food from an oven.</li> <li>• To know the following cooking techniques: sieving, creaming, rubbing method, cooling.</li> <li>•To understand the importance of budgeting while planning ingredients for biscuits.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that architects consider light, shadow and patterns when designing</li> </ul>	
<p><b>PSHE/ RSE</b></p>	<p><b><u>Year 4 Being me in my world</u></b>  <b>Key outcomes</b></p> <ul style="list-style-type: none"> <li>• I can explain why being listened to and listening to others is important in my school community.</li> <li>• I can explain why being democratic is important and can help me and others feel valued</li> </ul> <p><b><u>Year 4 Celebrating difference</u></b>  <b>Key outcomes</b></p> <ul style="list-style-type: none"> <li>• I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>• I can explain why it is good to accept myself and others for who we are.</li> </ul>	<p><b><u>Year 4 Dreams and goals</u></b>  <b>Key outcomes</b></p> <ul style="list-style-type: none"> <li>• I can plan and set new goals even after a disappointment.</li> <li>• I can explain what it means to be resilient and to have a positive attitude.</li> </ul> <p><b><u>Year 4 Healthy Me</u></b>  <b>Key outcomes</b></p> <ul style="list-style-type: none"> <li>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>• I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>	<p><b><u>Year 2 Relationships</u></b>  <b>Key outcomes</b></p> <ul style="list-style-type: none"> <li>• I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</li> <li>• I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</li> </ul> <p><b>Y3/4 Changing Me. RSHE.</b></p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• I can explain how boys' and girls' bodies change on the inside/outside 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.</li> <li>• I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>• I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>• I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</li> </ul>

<p><b>PE</b></p>	<p><b>Netball</b>  <b>PE hub unit – Year 3</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing simple tactics</li> <li>Master basic movements including running, throwing and catching</li> <li>Work collaboratively to use basic tactics for attacking play</li> </ul> <p><b>PE hub unit – Year 4</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing stamina and endurance</li> <li>Practise and use running, sprinting and dynamic balance in games</li> <li>Work collaboratively to use basic tactics for defending and attacking</li> </ul> <p><b>Football</b>  <b>PE hub unit year 3</b></p> <ul style="list-style-type: none"> <li>Play in competitive games using basic attacking principles</li> <li>Master basic movements including sprinting, change of direction and coordination of the feet</li> <li>Work collaboratively to use basic tactics to attack</li> </ul> <p><b>PE hub unit year 34</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing stamina and endurance</li> <li>Practise and use running, sprinting and dynamic balance in games</li> <li>Work collaboratively to use basic tactics for defending and attacking</li> </ul> <p>Cross country practice.</p>	<p>Swimming (6 weeks)  <b>Swimming</b>  Intermediate</p> <ul style="list-style-type: none"> <li>Develop gliding skills to travel underwater</li> <li>Develop skills further to submerge and pick up objects</li> <li>Master basic swimming actions and apply confidently</li> <li>Apply control and balance to swimming movements</li> <li>Compete against self to improve speed and distance</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Develop and apply a broad range of skills including collecting, carrying and floating</li> <li>Increase proficiency in backstroke</li> <li>Swim confidently over longer distances using a recognised stroke</li> <li>Perform self-rescue in different situations</li> <li>Engage in swimming for sustained periods of time improving weaker strokes</li> </ul> <p><b>Dance</b>  <b>PE Hub Unit 1 (Year 3)</b></p> <ul style="list-style-type: none"> <li>Develop and perform simple routines</li> <li>Perform to an audience</li> </ul> <p><b>PE Hub Unit 1 (Year 4)</b></p> <ul style="list-style-type: none"> <li>Perform routines to audiences</li> <li>Perform using a range of movement patterns and set phrases</li> <li>Work collaboratively in groups.</li> </ul>	<p><b>Outdoor and Adventurous</b>  <b>PE Hub Planning Year 3</b></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p><b>PE Hub Planning Year 4</b></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges developing strength and flexibility</li> </ul> <p><b>Cricket PE hub Planning Year 3</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing simple tactics</li> <li>Master basic movements including running, throwing, catching and striking</li> <li>Work collaboratively to use basic tactics for batting and fielding</li> </ul> <p><b>PE Hub Unit 1 (Year 4)</b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing stamina and endurance.</li> <li>Practise and use running, sprinting and dynamic balance in games.</li> </ul> <p>Work collaboratively to use basic tactics and strategies for batting and fielding.</p>
<p><b>FRENCH</b></p>	<p><b>This is me</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>	<p><b>Birthday Celebrations</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in</li> </ul>	<p><b>Fabulous French Food</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and</li> </ul>

	<ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audience.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul> <p><b>School Days</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high</li> </ul>	<p>and responding.</p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Describe people, places, things and actions orally* and in writing.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Colourful creatures - animals, colours and size</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Engage in conversations; ask</li> </ul>	<p>responding.</p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audience.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Gourmet tour of France</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation</li> </ul>
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	<p>frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audience.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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