

Year A & B Autumn Term			Year A & B Spring Term			Year A & B Summer Term		
MATHS								
Place value, addition, subtraction, multiplication and division			Multiplication, division, length, perimeter and area, fractions, mass, capacity and decimals			Decimals (inc money), time, statistics,		
Place Value: <ul style="list-style-type: none"> Count in hundreds Count in 50s Count in 1000s Count in 25s Know roman numerals to 100 Represent numbers to 1000 Use a number line to 1000 Count in 1000s, 100s, 10s and 1s partition numbers Use a number line to 10,000 Find 1, 10, 100 more or less than a given number Find 1000 more or less than a given number Compare objects to 1000 Compare number to 1000 Order numbers Compare numbers Order numbers Round to the nearest 10 Round to the nearest 100 Round to the nearest 1000 negative numbers 	Addition and subtraction: <ul style="list-style-type: none"> add and subtract multiples of 100 3 digit and 1 digit numbers 3 digit and 2 digit numbers Add and subtract 100s Spot the pattern Add and subtract 1s, 10s, 100s, and 1000s, Add 3 digit and 1 digit crossing 10 Add 3 digit and 2 digit crossing 100 2 digit and 3 digit not crossing 10/100 (addition) 2 digit an 3 digit crossing 10 or 100 3 digit numbers not crossing 10 or 100 3 digit numbers crossing 10 or 100 Add two 4 digit numbers – no exchange Add two 4 digit numbers – one exchange Add two 4 digit numbers – more than one exchange Subtract 1 digit from 3 digits Subtract 2 digits from 3 digits – crossing 100 	Multiplication and Division: <ul style="list-style-type: none"> Multiplication – equal groups Multiply by 3 Divide by 3 3 times table Multiply by 4 Divide by 4 4 times table Multiply by 8 Divide by 8 8 times table Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts 11 and 12 times table Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 Comparing statements Related calculations Multiply 3 numbers Efficient multiplication Factor pairs 	Multiplication and Division: <ul style="list-style-type: none"> Multiply 2 digits by 1 digit Written methods Multiply 2 digits by 1 digit Multiply 3 digits by 1 digit Divide 2 digits by 1 digit Divide 2 digits by 1 digit Divide 3 digits by 1 digit Correspondence – how many ways? Correspondence problems Scaling Fractions: <ul style="list-style-type: none"> Unit and non unit fractions Making a whole Fractions on a number line What is a fraction? Fractions greater than 1 Count in fractions Compare fractions Order fractions Equivalent fractions Fractions of an amount Equivalent fractions 	Perimeter and Area: <ul style="list-style-type: none"> Measure length Equivalent lengths – m and cm Equivalent lengths – mm and cm Compare lengths Kilometres Add lengths Subtract lengths Measure perimeter Calculate perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes What is area? Counting squares Making shapes Comparing area 	Decimals: <ul style="list-style-type: none"> Tenths Count in tenths Tenths as decimals Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1 digit by 10 Divide 2 digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2 digits by 100 Mass and Capacity: <ul style="list-style-type: none"> Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity 	Decimals (including money): <ul style="list-style-type: none"> Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Pounds and pence Convert pounds and pence Pounds and pence Ordering money Estimating money Add money Subtract money Give change Four operations with money 	Time: <ul style="list-style-type: none"> Converting time – months and years, hours in a day Converting time – hours, minutes and seconds Years months weeks and days Analogue time – telling time to 5 minutes Analogue time - Telling time to the nearest minute Digital time – using am and pm Digital time – 24 hour clock Analogue to digital 12 hour Analogue to digital 24 hour Finding the duration Comparing durations Start and end times Measuring time in seconds 	Statistics: <ul style="list-style-type: none"> Pictograms Bar charts Interpreting charts Comparison, sum and difference Tables Introducing line graphs Line graphs

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	<ul style="list-style-type: none"> • 2 digits and 3 digits not crossing 10 or 100 • 2 digits and 3 digits crossing 10 or 100 • 3 digit and 3 digit – no exchange • 3 digit and 3 digit – exchange • Subtract two 4 digit numbers – no exchange • Subtract two 4 digit numbers one exchange • Subtract two 4 digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Check answers • Estimate answers • Checking strategies 		<ul style="list-style-type: none"> • Calculate fractions of a quantity • Problem solving – calculate quantities • Add fractions • Subtract fractions • Add 2 or more fractions • Subtract 2 fractions • Subtract from whole amounts 					
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Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
SCIENCE		
Forces and Magnets	Light and Electricity	Living Things and their habitats and Animals inc Humans
<ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings 	<p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change <p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<p>Living Things and their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things <p>Animals inc Humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts 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 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, identify producers, predators and prey <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings

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	<ul style="list-style-type: none"> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings 	
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
Science		
Rocks and Plants	States of Matter	Sound
<p>Plants</p> <ul style="list-style-type: none"> 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>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 	<p>States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled and measure or research the temperatures at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes

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<ul style="list-style-type: none">• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identifying difference, similarities or changes related to simple scientific ideas and processes• Using straightforward scientific evidence to answer questions or to support their findings		<ul style="list-style-type: none">• Using straightforward scientific evidence to answer questions or to support their findings
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Curriculum Coverage Year 3 and 4
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Year A Year 3/4	Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
HISTORY			
	Does the punishment ever fit the crime?	How did the Romans influence life in Britain?	How did archaeologists and Egyptologists educate us about ancient Egypt?
	Crime and Punishment	The Romans	The Ancient Egyptians
Substantive Concepts	Civilisation, power, empire, religion and belief, discrimination (including racism and sexism)	Building, city, civilization, culture, economy, empire, entertainment, farmingpower, religion and beliefs, ruler (emperor), settlement, trade, transport, war (invasion).	City, civilization, culture, economy, empire, enslavement, farming, leisure, power, religion and beliefs, ruler (pharaoh), technology, trade, transport.
Key vocabulary	Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial.	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	Ancient, civilization, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.
Substantive Knowledge	<ul style="list-style-type: none"> - To learn about the legacy of Roman crime and punishment on the current legal system in Britain - To understand some of the terms used in crime and punishment - To find out about what the Romans believed about crime and punishment - To learn about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain - To find out how the legal system worked in Anglo-Saxon and Viking Britain - To compare both the modern British and Roman justice systems with that of the Anglo-Saxons - To find out about Dick Turpin through studying various historical sources from the 18th and 19th century - To research different buildings that have been used as prisons e.g. The Tower of London, The Clink etc - To understand the experiences of Victorian prisoners - To reflect on the topic and compare modern methods of crime prevention and detection with what existed in the past - To compare modern methods of crime prevention and detection with what existed in the past. 	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today. - 	<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life.

<p>Disciplinary Knowledge</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. - Start to understand that there are times in history when change happens suddenly. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. - Start to understand that there are times in history when change happens suddenly. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did/happened.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;

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	<ul style="list-style-type: none"> - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
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Year B Year 3/4	Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
HISTORY			
	Nothing really changed from the Stone Age to the Iron Age in Britain, did it?	Who were the Mayans and what have we learnt from them?	Does describing the Vikings as vicious raiders describe them accurately?
	Stone Age to the Iron Age and Anglo Saxons and Scots	Mayan Civilization	Vikings
Substantive Concepts	Building, economy (money), farming, migration, settlement , technology , tribe	Building, city, civilisation, culture, exploration , farming, religion and beliefs .	Building, culture, farming, migration, religion and beliefs , ruler (king , monarchy), settlement , trade, war (invasion, conflict) , exploration
Key vocabulary	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.	Cacao beans, civilization, codices, drought, jaguar, maize, scribes.	Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.
Substantive Knowledge	<ul style="list-style-type: none"> - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. 	<ul style="list-style-type: none"> - The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. - The Maya built cities, pyramids and ornate sculptures in the rainforest. - The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilization. - The cities of the Maya civilization fell into ruin when Spanish explorers arrived in the 16th century. 	<ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. - Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. - In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. -
Disciplinary Knowledge	Continuity and Change <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain 	Continuity and Change <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in 	Continuity and Change <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points'

	<p>some of these.</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<p>history.</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. 	<p>in history.</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that what we consider to be significant can change throughout different periods. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p>

	<ul style="list-style-type: none"> - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; 	<ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
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			<ul style="list-style-type: none"> - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
GEOGRAPHY		
Maps	Weather and The Water Cycle	Our World
Can maps change over time?	Can flooding be prevented?	Will time zones ever change?
<p>Human and Physical Geography To describe and understand key aspects of human geography including land use in the context of using sketch maps</p> <ul style="list-style-type: none"> • To use simple sketch maps that show how land is used • To use a key on a map to show how land is used • To show that I know features nearby and beyond the UK <p>Geographical Skills and Fieldwork To 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 in the context of drawing a sketch map and in the context of drawing a map</p> <ul style="list-style-type: none"> • To draw a simple sketch map using symbols and keys • To create a simple sketch map to show how land is used • To draw accurate maps with more complex keys • To explore features on OS maps using figure grid references • To make straight line distances using the right scale <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas</p> <ul style="list-style-type: none"> • To describe land use in urban and rural areas in the UK <p>Use maps and atlases to describe land use in the context of thinking about agriculture</p> <ul style="list-style-type: none"> • To explain how land is used for different types of farming 	<p>Human and Physical Geography Describe and understand key aspects of the water cycle in the context of learning about:</p> <ul style="list-style-type: none"> • the changing states of matter (To explain the three states of matter) • explaining the water cycle (To explain the key aspects of the water cycle) • clouds and rain (To explain how clouds and rain are formed) • the water treating process (To explain how and why drinking water is cleaned) • flooding (To explain the causes and effects of flooding) • water pollution (To understand the causes and effects of water pollution) • to explore weather patterns around parts of the world • to explain about key natural resources e.g. water in the locality <p>Human and Physical</p> <ul style="list-style-type: none"> • To plan the steps for an enquiry • To understand the effect of landscape features on the development of a locality • I can understand the effect of landscape features on the development of a locality <p>Place Knowledge</p> <ul style="list-style-type: none"> • To show a wider content of places – region, country • To understand why there are similarities and differences between places <p>Comparison Study To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America by comparing the Matching Green and Rome.</p> <p>Locational Knowledge</p>	<p>Locational Knowledge To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres</p> <ul style="list-style-type: none"> • To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere • To recognise the different shapes of continents • to show where countries are within Europe, including Russia <p>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps</p> <ul style="list-style-type: none"> • To identify lines of latitude and longitude <p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations</p> <ul style="list-style-type: none"> • To use longitude and latitude to find places on maps, atlases and globes <p>To identify the position and significance of the Arctic and Antarctic Circle in the context of comparing polar regions to the UK</p> <ul style="list-style-type: none"> • To describe the key features of the polar regions and compare them to the UK <p>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK</p> <ul style="list-style-type: none"> • To compare the climate of the tropics with the UK climate <p>To identify the position and significance of the Prime/Greenwich meridian by exploring countries on the Meridian Line</p>

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

	<ul style="list-style-type: none"> I can show where countries are within Europe, including Russia I can recognise that people have different quality of life living in different locations and environments 	<ul style="list-style-type: none"> To explain the position and significance of the Prime Meridian <p>To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p> <ul style="list-style-type: none"> To explain the position and significance of time zones
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
GEOGRAPHY		
The UK	Rainforests	Settlements
Is the UK really united?	Can we save our rainforests?	Will our land use change in 10 years time?
<p>Locational Knowledge</p> <p>To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of the UK</p> <ul style="list-style-type: none"> To name and locate the countries and cities of the UK To name and locate the main rivers and seas of the UK To name and locate some of the counties of the UK To name and locate areas of high ground in the UK To explain how the locality is set within a wider geographical context <p>To use the eight points of a compass, four and six figure grid references, symbols and key (inc the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world in the context of describing the position of UK cities</p> <ul style="list-style-type: none"> To use the eight compass points to describe the location of the countries and cities of the UK To use four figure grid references <p>Geographical Skills and Fieldwork</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas</p> <ul style="list-style-type: none"> To identify rivers and seas using an atlas or map, globe, atlas or digital mapping To use a map to locate the counties of the UK and key features using an atlas or map, globe, atlas or digital mapping To use a map or atlas to locate areas of high ground in the UK using an atlas or map, globe, atlas or digital mapping To ask and answer geographical questions 	<p>Locational Knowledge</p> <p>To 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 characteristic, countries, and major cities in the context of rainforests</p> <ul style="list-style-type: none"> To identify areas of the world containing rainforests To understand why there are similarities and differences between places To show some sense of how places relate to each other <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests</p> <ul style="list-style-type: none"> To use maps and atlases to locate rainforests <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests</p> <ul style="list-style-type: none"> To identify areas of the world containing rainforests <p>To describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> To describe the key aspects of a tropical climate To describe and understand the features of the layers of a rainforest To describe the animals and plants living in the rainforest <p>Place Knowledge</p> <p>Comparison Study</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America by comparing the Amazon rainforest and Epping Forest</p>	<p>Human and Physical Geography</p> <p>To describe and understand key aspects of human geography including:</p> <ul style="list-style-type: none"> To know types of settlement and land use To understand basic economic activity including trade links To understand basic distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers To explain why settlements develop in certain locations To compare land use in different settlements To understand the effect of landscape features on the development of a locality To create a map of a settlement <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements</p> <ul style="list-style-type: none"> To use maps to identify settlements built by invaders <p>To use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and the wider world in the context of identifying links between settlements</p> <ul style="list-style-type: none"> To use maps to identify links between settlements <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> To use geographical terms such as meander, flood, plain, locations, industry, transport, settlement, water cycle To understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, and earthquakes.

<ul style="list-style-type: none"> To use basic geographical words such as cliff, ocean, valley, sea, vegetation, soil, mountain, port harbour, factory, office To make more detailed fieldwork sketches/diagrams <p>Human and Physical Geography</p> <ul style="list-style-type: none"> To show I know the physical and human features of my locality To describe human features of UK regions, cities and/or countries 	<p>Human and Physical Geography</p> <p>To describe and understand key aspects of human geography</p> <ul style="list-style-type: none"> To explain the effects humans are having on the rainforest To show that I know about the wider context of places – regions/country To understand why there are similarities and differences between places To describe how people have been affected by changes in the environment To understand the effect of landscape features on the development of a locality <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> To communicate my findings in appropriate ways To recognise that different people hold different views about an issue and can begin to understand some of the reasons why To analyse evidence and draw conclusions such as making comparisons between locations using aerial photos/pictures 	
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<p>Year A Autumn Magical Megastructures</p>	<p>Year A Spring Fantastic Italia</p>	<p>Year A Summer Amazing Africa</p>
<p>ART AND DESIGN</p>		
<p>Drawing: Growing Artists & Power Prints</p>	<p>Craft and Design: Fabric of Nature</p>	<p>Craft and Design: Ancient Egyptian Scrolls</p>
<p><i>To be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p> <p><i>To learn about great artists, architects and designers in history</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p><i>To create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</i></p> <p><i>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from moods boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. 	<p><i>To create sketch books to record their observations and use them to review and revisit ideas</i></p> <ul style="list-style-type: none"> Recognise and discuss the importance of Ancient Egyptian Art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> • To draw cartoon characters, inspired by the style of other artists • To alter the tint and shade of a colour • To draw form observation • To use different materials to make a three dimensional artwork • To create an image using an artistic process • To create a traditional design style • To create a small scale sculpture • To paint in the style of a famous artists • To understand the role of a curator and to create an exhibit • To arrange and draw a still life image from observation 	<ul style="list-style-type: none"> • Produce ideas to illustrate products using their designs. 	
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
ART AND DESIGN		
Painting and Mixed Media: Prehistoric Painting & Light and Dark	Sculpture and 3D: Mega Materials <i>Sokari Douglas Camp, Barbara Hepworth</i>	Sculpture & 3D: Abstract Shape and Space <i>Anthony Carlo</i>
<p><i>To create sketchbooks to record their observations and use them to review and revisit ideas</i></p> <p><i>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</i></p> <p><i>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture</i></p> <p><i>To learn about great artists, architects and designers in history</i></p> <ul style="list-style-type: none"> • To learn how prehistoric man made art and to reflect this style in their work • To scale up drawings and sketches in a different medium • To apply and blend charcoal to create tone and texture • To experiment with the pigments in natural products to make different colours • To develop painting skills • To collaborate in small or large groups to create a joint piece of artwork • To create a mood board • To create tie-dyed materials • To learn what paper weaving is and create a piece of art using this method • To weave using different materials • To sew designs onto a t-shirt to personalise it 	<p><i>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture</i></p> <p><i>To learn about great artists, architects and designers in history</i></p> <ul style="list-style-type: none"> • To create a musical instrument from recycled materials • To decorate musical instruments • To create a collage in the style of an artist • To create a sculpture in the style of sculptor Sokari Douglas Camp • To create a sculpture in the style of El Anatsui 	<p><i>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design</i></p> <p><i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)</i></p> <ul style="list-style-type: none"> • To recognise and draw simple geometric shapes found in everyday objects • To recognise and apply geometry when drawing • Make a structure that holds its 3D shape • Identify 2D shapes in photographs • Plan an abstract sculpture based on play equipment. • Show how to shape materials in more than one way. • Choose appropriate methods for joining elements in their sculptures. • Work cooperatively in pairs to add detail to their artwork.

Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
DESIGN AND TECHNOLOGY inc Cooking and Nutrition		
Structures: Constructing a Castle Food: Adapting a Recipe	Electrical Systems: Static Electricity and Torches	Textiles: Cross Stitch Digital World: Mindfulness
<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics and aesthetic qualities</p> <p>Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> • to identify features of a castle • to design a castle • to construct 3D nets • to construct and evaluate my final product <p>Cooking and Nutrition To understand and apply the principle of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge Understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors)</p> <p>Understand how key events and individuals in design and technology have helped the world</p> <ul style="list-style-type: none"> • to understand static electricity • to design a game aimed at a target audience • to make a test game designs • to evaluate my game • to learn about electrical items and how they work • to analyse and evaluate electrical products • to design a torch • to make and evaluate a torch 	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge To apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> • to know how to sew cross-stitch and applique • to design a product and its template • to decorate fabric using applique and cross stitch • to assemble your cushion • to create a design criteria for an electronic timer based on analysis of existing products • to apply understand of computer programming to instruct and control a Micro:bit to function as a timer • to design, make and develop a prototype case for my mindful moment timer • to design a logo for a mindfulness company using computer-aided design

<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate To investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> • to follow a baking recipe • to make and test a prototype • to design a biscuit to a given budget • to make a biscuit that meets a given design brief 		
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
DESIGN AND TECHNOLOGY inc Cooking and Nutrition		
Eating Seasonally Mechanisms: Pneumatic Toy	Structure: Pavilions Textiles: Fastenings	Mechanical Systems: Making a slingshot car
<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</p> <p>Technical Knowledge</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately</p> <p>Evaluate To investigate and analyse a range of existing products</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately</p> <p>Evaluate To investigate and analyse a range of existing products</p>

<p><i>Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, lever and linkages)</i></p> <p>Evaluate <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <ul style="list-style-type: none"> • understand how pneumatic systems work • to design a toy which uses a pneumatic system • to create a pneumatic system • to test and finalise ideas against design criteria <p>Cooking and Nutrition <i>To understand and apply the principles of a healthy and varied diet</i></p> <p><i>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p> <ul style="list-style-type: none"> • to know that climate affects food growth • to know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK • to create a recipe that is healthy and nutritious using seasonal vegetables • to safely follow a recipe when cooking 	<p><i>Evaluate their ideas and products against a design criteria and consider the views of others to improve their work</i></p> <p>Technical Knowledge <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <ul style="list-style-type: none"> • to create a range of different shaped frame structures • to build a frame structure • to add cladding to a frame structure • to identify and evaluate different types of fastenings • to explain the advantages and disadvantages of each fastening type • to design a product to meet a design criteria • to make a test a paper template • to assemble their book jacket 	<p><i>Evaluate their ideas and products against a design criteria and consider the views of others to improve their work</i></p> <p>Technical Knowledge <i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, lever and linkages)</i></p> <ul style="list-style-type: none"> • to build a car chassis • to design a shape that reduces air resistance • to make a model based on a chosen design • to assemble and test my completed product
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Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
Music		
Instrumental lessons unit: Caribbean* Year 3: Ballads	Year 4: Adapting and transposing motifs (Theme: Romans) Year 3: Jazz	Instrumental lessons unit: South Africa* Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)
<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p>

<p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <ul style="list-style-type: none"> • to know five songs from memory and who sang them or wrote them • to know the style of the five songs • to talk about how music makes them feel • to listen carefully and respectfully to other people's thought about the music • to choose one song and be able to talk about: <ol style="list-style-type: none"> 1. some of the style indicators of that song (musical characteristics that give the song its style) 2. the lyrics: what the song is about 3. any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch) 4. identify the main sections of the song (introduction, verse, chorus etc) 5. name some of the instruments they heard in the song • to know and be able to talk about: pulse, dynamics, rhythm and pitch • to sing in unison and in simple two parts • to demonstrate a good singing posture • to follow a leader when singing • to enjoy exploring singing solo • to sing with awareness of being 'in tune' • to re-join the song if lost • to listen to the group when singing • To know what texture is • To know why you must warm up your voice • To play a part of a song on a tuned instrument • To rehearse and perform their part within the context of the song • To listen to and follow musical instruction • To experience leading the playing • To create at least one simple melody using one, three or all five different notes • Plan and create a section of music that can be performed • To talk about how it was created • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo • Record the composition in an appropriate way • To choose what to perform and create a programme • To present a musical performance designed to capture the audience 	<p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <ul style="list-style-type: none"> • to know five songs from memory and who sang them or wrote them • to know the style of the five songs • to talk about how music makes them feel • to listen carefully and respectfully to other people's thought about the music • to choose one song and be able to talk about: <ol style="list-style-type: none"> 6. some of the style indicators of that song (musical characteristics that give the song its style) 7. the lyrics: what the song is about 8. any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch) 9. identify the main sections of the song (introduction, verse, chorus etc) 10. name some of the instruments they heard in the song • to know and be able to talk about: pulse, dynamics, rhythm and pitch • to sing in unison and in simple two parts • to demonstrate a good singing posture • to follow a leader when singing • to enjoy exploring singing solo • to sing with awareness of being 'in tune' • to re-join the song if lost • to listen to the group when singing • To know what texture is • To know why you must warm up your voice • To play a part of a song on a tuned instrument • To rehearse and perform their part within the context of the song • To listen to and follow musical instruction • To experience leading the playing • To create at least one simple melody using one, three or all five different notes • Plan and create a section of music that can be performed • To talk about how it was created 	<p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <ul style="list-style-type: none"> • to know five songs from memory and who sang them or wrote them • to know the style of the five songs • to talk about how music makes them feel • to listen carefully and respectfully to other people's thought about the music • to choose one song and be able to talk about: <ol style="list-style-type: none"> 6. some of the style indicators of that song (musical characteristics that give the song its style) 7. the lyrics: what the song is about 8. any musical dimensions features in the song and where they are used (texture, dynamic, tempo, rhythm and pitch) 9. identify the main sections of the song (introduction, verse, chorus etc) 10. name some of the instruments they heard in the song • to know and be able to talk about: pulse, dynamics, rhythm and pitch • to sing in unison and in simple two parts • to demonstrate a good singing posture • to follow a leader when singing • to enjoy exploring singing solo • to sing with awareness of being 'in tune' • to re-join the song if lost • to listen to the group when singing • To know what texture is • To know why you must warm up your voice • To play a part of a song on a tuned instrument • To rehearse and perform their part within the context of the song • To listen to and follow musical instruction • To experience leading the playing • To create at least one simple melody using one, three or all five different notes • Plan and create a section of music that can be performed • To talk about how it was created • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo • Record the composition in an appropriate way • To choose what to perform and create a programme • To present a musical performance designed to capture the audience
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Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with what they would change and why 	<ul style="list-style-type: none"> To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm pitch, dynamics and tempo Record the composition in an appropriate way To choose what to perform and create a programme To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with what they would change and why 	<ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with what they would change and why
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
Music		
Year 3: Creating a composition in response to an animation (Theme:Mountains) Year 4: Rock and Roll	Year 4: Body and turned percussion (Theme: Rainforests) Year 4: Samba and carnival sounds and instruments (Theme: South America)	Year 3: Developing singing technique (Theme: Vikings) Year 4: Haiku, music and performance (Theme: Hanami festival)
<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To confidently identify and move to the pulse To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic) To talk about the music and how it makes them feel</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To confidently identify and move to the pulse To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic) To talk about the music and how it makes them feel</p>	<p><i>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purpose using the interrelated dimensions of music</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop and understanding of the history of music</i></p> <p>Listen and Appraise To confidently identify and move to the pulse To talk about the musical dimensions working together e.g. if the song gets louder in the chorus (dynamic) To talk about the music and how it makes them feel</p>

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<p>To listen carefully and respectfully to other people's thought about the music To try and use musical words when discussing the music To know how pulse, rhythm and pitch work together To find the pulse To know the difference between pulse and rhythm To know that pitch creates melodies To keep an internal pulse To create musical ideas for a group</p> <p>Singing</p> <p>To sing in unison and in simple two parts To demonstrate a good singing posture To follow a leader when singing To enjoy exploring singing solo To sing with awareness of being 'in tune' To re-join the song if lost To listen to the group hen singing</p> <p>Playing</p> <p>To treat instruments carefully and with respect To play from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it</p> <p>Composition</p> <p>To help create at least one simple melody using one three or all five different notes To plan and create a section of music that can be performed within the context of the unit song To talk about how it was created To listen to and reflect upon the developing composition and make musical decisions To record the composition in an appropriate way</p> <p>Performance</p> <p>To choose what to perform and create a programme To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with and why they would change and why</p>	<p>To listen carefully and respectfully to other people's thought about the music To try and use musical words when discussing the music To know how pulse, rhythm and pitch work together To find the pulse To know the difference between pulse and rhythm To know that pitch creates melodies To keep an internal pulse To create musical ideas for a group</p> <p>Singing</p> <p>To sing in unison and in simple two parts To demonstrate a good singing posture To follow a leader when singing To enjoy exploring singing solo To sing with awareness of being 'in tune' To re-join the song if lost To listen to the group hen singing</p> <p>Playing</p> <p>To treat instruments carefully and with respect To play from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it</p> <p>Composition</p> <p>To help create at least one simple melody using one three or all five different notes To plan and create a section of music that can be performed within the context of the unit song To talk about how it was created To listen to and reflect upon the developing composition and make musical decisions To record the composition in an appropriate way</p> <p>Performance</p> <p>To choose what to perform and create a programme To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with and why they would change and why</p>	<p>To listen carefully and respectfully to other people's thought about the music To try and use musical words when discussing the music To know how pulse, rhythm and pitch work together To find the pulse To know the difference between pulse and rhythm To know that pitch creates melodies To keep an internal pulse To create musical ideas for a group</p> <p>Singing</p> <p>To sing in unison and in simple two parts To demonstrate a good singing posture To follow a leader when singing To enjoy exploring singing solo To sing with awareness of being 'in tune' To re-join the song if lost To listen to the group hen singing</p> <p>Playing</p> <p>To treat instruments carefully and with respect To play from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p>Improvisation</p> <p>To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it</p> <p>Composition</p> <p>To help create at least one simple melody using one three or all five different notes To plan and create a section of music that can be performed within the context of the unit song To talk about how it was created To listen to and reflect upon the developing composition and make musical decisions To record the composition in an appropriate way</p> <p>Performance</p> <p>To choose what to perform and create a programme To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with and why they would change and why</p>
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Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
COMPUTING		
Data Handling: Comparison Cards Databases Creating Media: Video Trailers	Computing Systems and Networks 3: Journey Inside a Computer Programming: Scratch Online safety Year 3	Computing Systems and Networks 2: Emailing
<p>Top Trumps Databases <i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Understand computer networks, including the internet: how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <ul style="list-style-type: none"> • To understand the terminology around databases • To compare paper and computerised databases • To sort, filter and interpret data • To represent data in different ways • To sort data for a purpose <p>Digital Literacy: iPads <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Solve problems by decomposing them into smaller parts</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p>	<p>Journey Inside a Computer <i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>Use sequence, selection and repetition in programs: work with variables and various forms of input and output</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <ul style="list-style-type: none"> • To recognise basic inputs and outputs • To decompose a laptop • To understand the purpose of computer parts • To decompose a tablet computer <p>Programming: Scratch <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><i>Use sequence, selection and repetition in programs: work with variables and various forms of input and output</i></p> <ul style="list-style-type: none"> • To explore a programming application • To use repetition (a loop) in a program • To program an animation • To program a story • To program a game <p>Online safety Year 3 <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p>	<p>Network and the Internet <i>Understand computer networks, including the internet: how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <ul style="list-style-type: none"> • To understand what a network is and understand our school network • To understand how information moves around a network and begin to recognise real world networks • To understand how the internet works and explain a website's journey • To explore the role of routers • To understand the role of packets <p>Emailing <i>Understand computer networks, including the internet: how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <ul style="list-style-type: none"> • To understand what email is used for and to send an email • To edit email content and add an attachment

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> To plan a book trailer To take photos or videos to tell a story To edit a video To add text and transitions to a video To evaluate video editing 	<p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>Select use and combine a variety of software (inc internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <ul style="list-style-type: none"> To understand how the internet can be used to share beliefs, opinions and facts To understand the effects that some internet use can have on our feelings and emotional wellbeing To understand the ways personal information can be shared on the internet To understand the rules for social media platforms 	<ul style="list-style-type: none"> To understand the importance of being kind online and what this looks like To understand that cyberbullying involves being unkind online To understand that not all emails are genuine
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
COMPUTING		
Computer Systems and Networks: Collaborative Learning Further Coding with Scratch	Creating Media: Website Design Skills Showcase: HTML and Online Safety Year 4	Data Handling: Investigating Weather Programming 2: Computational Thinking
<p>Collaborative Learning <i>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and opportunities they offer for communication and collaboration</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <ul style="list-style-type: none"> to understand that software can be used collaboratively online to work as a team to understand how to contribute to someone else's work effectively To understand how to create effective presentations To understand how to create and share Google Forms To understand how to use a shared spreadsheet to explore data <p>Further Coding with Scratch</p>	<p>Website Design <i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <ul style="list-style-type: none"> To explore the features of Google Sites to learn how to create content for a web page To plan content for a web page as a collaborative online piece of work To create a web page as part of a collaborative class website To plan and create a website To create a website and evaluate its success <p>HTML <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</i></p> <p><i>Solve problems by decomposing them into smaller parts</i></p>	<p>Investigating Weather <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <ul style="list-style-type: none"> To log data taken from online sources within a spreadsheet To design a weather station To design an automated machine to respond to sensor data To understand how weather forecasts are made To use green screen technology in a video to present a weather forecast <p>Computational Thinking</p>

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<p><i>Design, write and debug programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <ul style="list-style-type: none"> To recall the key features of Scratch To understand how a Scratch game works by using decomposition to identify key features To understand what a variable is and how to make one To understand how to make a variable in Scratch To use knowledge of how variables work to create a quiz 	<ul style="list-style-type: none"> To understand that web pages are built using different programming languages, and one of them is HTML To understand and identify examples of HTML tags To change the HTML To change the HTML and CSS to alter the appearance of an object on the web To understand and explore more complex components of a web page To alter key elements on a webpage including text and images <p>Online Safety <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <ul style="list-style-type: none"> to describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy to describe some of the methods used to encourage people to buy things online to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true to explain that technology can be designed to act like or impersonate living things to explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology to understand how to be safe and respectful online 	<p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <ul style="list-style-type: none"> To understand that computational thinking is made up of four key strands To understand what decomposition is and how to apply it to solve problems To understand what pattern recognition and abstraction mean To understand how to create an algorithm and what it can be used for To combine computational thinking skills to solve a problem
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Year A Autumn Magical Megastructures	Year A Spring Fantastic Italia	Year A Summer Amazing Africa
PSHE		
Relationships	Living in the Wider World	Health and Wellbeing
<p><u>Families and Relationships</u></p> <ul style="list-style-type: none"> Friendship issues and bullying* The effects of bullying and the responsibility of the bystander Stereotyping – Gender* Stereotyping – Age/disability* Healthy friendships – boundaries Learning who to trust Respecting differences* 	<p><u>Economic Wellbeing</u></p> <ul style="list-style-type: none"> Spending choices* Budgeting* Money and Emotions* Jobs and Careers* Gender and careers <p><u>Citizenship</u></p> <ul style="list-style-type: none"> Recycling/Reusing* 	<p><u>Safety and the Changing Body</u></p> <ul style="list-style-type: none"> Be kind online Cyberbullying Share aware Privacy and Secrecy First Aid: Bites and Stings Choices and influences* First Aid: Emergencies and Calling for help Road safety

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> • Change and Loss - bereavement <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • My healthy diary • Diet and dental health • Relaxation • Wonderful me • My superpowers • Celebrating mistakes • My happiness 	<ul style="list-style-type: none"> • Local community and groups* • Local council and democracy* • Rules • Rights of the child* • Human Rights 	
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
PSHE		
Relationships	Living in the Wider World	Health and Wellbeing
<p><u>Families and Relationships</u></p> <ul style="list-style-type: none"> • Friendship issues and bullying* • Healthy Families • Stereotyping – Gender* • Stereotyping – Age/disability* • How my behaviour affects others • Effective communication to support relationships • Respecting differences* • Respecting manners <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • My healthy diary • Looking after our teeth • Relaxation • Meaning and purpose • Resilience • Emotions • Mental Health 	<p><u>Economic Wellbeing</u></p> <ul style="list-style-type: none"> • Spending choices* • Budgeting* • Money and Emotions* • Jobs and Careers* • Jobs for me <p><u>Citizenship</u></p> <ul style="list-style-type: none"> • Recycling/Reusing* • Local community and groups* • Local council and democracy* • Diverse Communities • Rights of the child* • Charity 	<p><u>Safety and the Changing Body</u></p> <ul style="list-style-type: none"> • Fake emails • Internet safety • Consuming information online • Tobacco • First Aid: asthma • Choices and influences* • First Aid: Emergencies and Calling for help • Road safety

SPANISH		
Phonics and pronunciation and I am learning Spanish	Animals and Instruments	Shapes and Seasons
<p><u>Phonics and pronunciation *</u></p> <ul style="list-style-type: none"> How to improve your Spanish pronunciation. <p><u>I am learning Spanish *</u></p> <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world. Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. <ul style="list-style-type: none"> Say 10 colours in Spanish. 	<p><u>Animals *</u></p> <ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). <p><u>Instruments *</u></p> <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. Learn to say and write 'I play an instrument' in Spanish using the highfrequency 1st person regular verb 'toco' (I play) with up to 10 different instruments. 	<p><u>Shapes **</u></p> <ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5. <p><u>Seasons **</u></p> <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. <p>Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.</p>

Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
SPANISH		
Phonics Lesson 1 & 2 Vegetables Ancient Britain	Shapes Musical Instruments	In Class Do you have a pet?
<p>Grammar</p> <ul style="list-style-type: none"> to understand basic grammar appropriate to the language being studied including (where relevant) masculine, feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these e.g. to build sentences; and how these differ from or are similar to English <p>Listening</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p>	<p>Grammar</p> <ul style="list-style-type: none"> to understand basic grammar appropriate to the language being studied including (where relevant) masculine, feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these e.g. to build sentences; and how these differ from or are similar to English <p>Listening</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining and responding <p>Speaking</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<p>Listening</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining and responding <p>Speaking</p> <ul style="list-style-type: none"> speak in sentences using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences <p>Reading</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing

Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences <p>Reading</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Writing</p> <ul style="list-style-type: none"> write phrases from memory and adapt these to create new sentences to express ideas clearly 	<ul style="list-style-type: none"> speak in sentences using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand why they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences <p>Reading</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Writing</p> <ul style="list-style-type: none"> write phrases from memory and adapt these to create new sentences to express ideas clearly 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Writing</p> <ul style="list-style-type: none"> write phrases from memory and adapt these to create new sentences to express ideas clearly
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Year A Autumn Magical Megastructures	Year A Spring Fantastico Italia	Year A Summer Amazing Africa
Religious Education		
<p><i>(Theology) What do Christians learn from the creation story?</i></p> <p><i>(Philosophy) Can kindness/love change the world?</i></p> <p><i>Christmas focus (Theology): Matthew and Luke gospel comparison</i></p>	<p><i>(Human and Social Science) What difference does being a Muslim make to daily life? What does it mean to be a Muslim?</i></p> <p><i>(Theology) What is the Trinity?</i></p> <p><i>Easter Focus (Theology): Why do Christians call the day Jesus died, Good Friday?</i></p>	<p><i>(Philosophy) How do different religions respond to issues of poverty and justice?</i></p> <p><i>(Human and Social Science) How do Muslims express religious beliefs in modern Britain and in other countries?</i></p>
<p>Theology</p> <ul style="list-style-type: none"> show awareness of different sources of authority and how they link with beliefs identify different types of writing and give an example of how a believer might interpret a source of authority identify different sources of authority and how they link with beliefs give examples of different writings and different ways in believers interpret sources of authority recognise that beliefs are influenced by events in the past and present identify events in history and society which have influenced some religious and non-religious worldviews identify some links between beliefs being studied within a religion or worldview 	<p>Theology</p> <ul style="list-style-type: none"> show awareness of different sources of authority and how they link with beliefs identify different types of writing and give an example of how a believer might interpret a source of authority identify different sources of authority and how they link with beliefs give examples of different writings and different ways in believers interpret sources of authority recognise that beliefs are influenced by events in the past and present identify events in history and society which have influenced some religious and non-religious worldviews identify some links between beliefs being studied within a religion or worldview 	<p>Philosophy</p> <ul style="list-style-type: none"> Recognise that there are many different religious and non-religious answers to questions people raise about the world around the Talk about the difference between knowing and believing Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly Use more than one reason to support their view Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief

Curriculum Coverage Year 3 and 4
Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> • show awareness of some of the similarities and differences between and within religions and worldviews • make clear links between different beliefs being studied within a religion or worldview • identify some of the similarities and differences between and within religions and worldviews • recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others • identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others <p>place the concepts of God and creation on a timeline of the Bible's big story</p> <p>make clear links between Genesis 1 and what Christians believe about God and creation</p> <p>describe what Christians do because they believe God is Creator</p> <p>ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians</p> <p>demonstrate my understanding of the reasons for the differences</p> <p>explain how the differences illustrate distinctive beliefs of the writers</p> <p>evaluate whether the differences in the accounts are important</p> <p>express clear and reasoned views about the 'good news' referring to relevant sources and other evidence</p> <p>Philosophy</p> <ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around the • Talk about the difference between knowing and believing • Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly • Use more than one reason to support their view 	<ul style="list-style-type: none"> • show awareness of some of the similarities and differences between and within religions and worldviews • make clear links between different beliefs being studied within a religion or worldview • identify some of the similarities and differences between and within religions and worldviews • recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others • identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others <p>identify the difference between a 'gospel' which tells the story of the life and teaching of Jesus, and a letter</p> <p>offer suggestions about what texts about baptism and Trinity might mean</p> <p>give examples of what these texts mean to some Christians today</p> <p>describe how Christians show their beliefs about God the Trinity in worship and in the way they live</p> <p>make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own and what the God of Christianity is like</p> <p>order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's big story</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give example of what the texts studied mean to some Christians</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> <p>Human and Social Science</p> <ul style="list-style-type: none"> • identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews 	<ul style="list-style-type: none"> • Give reasons for more than one point of view, providing pieces of evidence to support these views • Recognise that it is difficult to define 'right' and 'wrong' 'good' and 'bad' • Recognise some of the similarities and differences between these ideas • Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences <p>Describe teaching from the prophet or from Jesus to do with money or generosity</p> <p>Explain with reasons why Muslims or some Christians want to help reduce poverty</p> <p>Make a connection between their own ideas about wealth and poverty and the word of charities</p> <p>Describe details of a Christian Aid or an Islamic Relief project</p> <p>Make connections between religious beliefs and texts and the actions of a religious charity</p> <p>Human and Social Science</p> <ul style="list-style-type: none"> • identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews • describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews • identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews • describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews • identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society • Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Make connections between Muslim practice of the five pillars and their beliefs about God and the Prophet Muhammad</p> <p>Describe and reflect on the significance of the Qur'an to Muslims</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life</p> <p>Answer the title key question from different perspectives, including their own</p>
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Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief • Give reasons for more than one point of view, providing pieces of evidence to support these views • Recognise that it is difficult to define 'right' and 'wrong' 'good' and 'bad' • Recognise some of the similarities and differences between these ideas • Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences 	<ul style="list-style-type: none"> • describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews • identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews • describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews • identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society • Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p><i>Identify how a person's beliefs and actions align them with the religion of Islam</i></p> <p><i>Identify a range of ways in which Muslims beliefs impact on a believer's daily life their family, community and society</i></p> <p><i>Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah</i></p> <p><i>Suggest ways in which a belief in Allah might affect the decisions of Muslims and the challenges this might present</i></p>	
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Year B Autumn Our Early Beginnings	Year B Spring Chocolate	Year B Summer Vikings
Religious Education		
<p><i>(Philosophy) What do Buddhists and Christians mean by truth? Is seeing believing?</i></p> <p><i>(Human and Social Science) How do Buddhists and Jews express commitment to a religion in different ways?</i></p> <p><i>Christmas focus (Theology): Is Christmas a festival of light or love?</i></p>	<p><i>(Theology) Where do religious beliefs come from?</i></p> <p><i>(Human and Social Science) What difference does being a Jew make to daily life? What does it mean to be Jewish?</i></p> <p><i>Easter focus (Theology): Is Easter a festival of new life or sacrifice?</i></p>	<p><i>(Theology) What kind of world did Jesus want?</i></p> <p><i>(Philosophy) What kind of world should we live in?</i></p>
<p><i>Philosophy</i></p> <ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around the • Talk about the difference between knowing and believing • Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence 	<p><i>Theology</i></p> <ul style="list-style-type: none"> • show awareness of different sources of authority and how they link with beliefs • identify different types of writing and give an example of how a believer might interpret a source of authority • identify different sources of authority and how they link with beliefs • give examples of different writings and different ways in believers interpret sources of authority 	<p><i>Philosophy</i></p> <ul style="list-style-type: none"> • Recognise that there are many different religious and non-religious answers to questions people raise about the world around the • Talk about the difference between knowing and believing • Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence

Curriculum Coverage Year 3 and 4
Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly • Use more than one reason to support their view • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief • Give reasons for more than one point of view, providing pieces of evidence to support these views <p>Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts</p> <p>Theology</p> <ul style="list-style-type: none"> • show awareness of different sources of authority and how they link with beliefs • identify different types of writing and give an example of how a believer might interpret a source of authority • identify different sources of authority and how they link with beliefs • give examples of different writings and different ways in which believers interpret sources of authority • recognise that beliefs are influenced by events in the past and present • identify events in history and society which have influenced some religious and non-religious worldviews • identify some links between beliefs being studied within a religion or worldview • show awareness of some of the similarities and differences between and within religions and worldviews • make clear links between different beliefs being studied within a religion or worldview • identify some of the similarities and differences between and within religions and worldviews • recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others • identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others 	<ul style="list-style-type: none"> • recognise that beliefs are influenced by events in the past and present • identify events in history and society which have influenced some religious and non-religious worldviews • identify some links between beliefs being studied within a religion or worldview • show awareness of some of the similarities and differences between and within religions and worldviews • make clear links between different beliefs being studied within a religion or worldview • identify some of the similarities and differences between and within religions and worldviews • recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others • identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others <p>use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others</p> <p>Explain the importance and impact of the crucifixion and resurrection on a modern Christian's life.</p> <p>Express thoughtful views about life after death.</p> <p>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about betrayal, denial, determination</p> <p>Use a widening religious vocabulary to show that they understand the importance and impact of the Easter story on Christians and their understanding of sacrifice and new life</p> <p>Explain the importance and impact of the crucifixion and resurrection on a modern Christian's life</p> <p>Express thoughtful views about life after death</p> <p>Use accurate and thoughtful language to explain their responses to questions about betrayal, denial, determination.</p> <p>Human and Social Science</p>	<ul style="list-style-type: none"> • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly • Use more than one reason to support their view • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief • Give reasons for more than one point of view, providing pieces of evidence to support these views • Recognise that it is difficult to define 'right' and 'wrong' 'good' and 'bad' • Recognise some of the similarities and differences between these ideas • Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences <p>Theology</p> <ul style="list-style-type: none"> • show awareness of different sources of authority and how they link with beliefs • identify different types of writing and give an example of how a believer might interpret a source of authority • identify different sources of authority and how they link with beliefs • give examples of different writings and different ways in which believers interpret sources of authority • recognise that beliefs are influenced by events in the past and present • identify events in history and society which have influenced some religious and non-religious worldviews • identify some links between beliefs being studied within a religion or worldview • show awareness of some of the similarities and differences between and within religions and worldviews • make clear links between different beliefs being studied within a religion or worldview • identify some of the similarities and differences between and within religions and worldviews • recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others • identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others <p>identify this as part of a 'gospel' which tells the story of the life and teaching of Jesus</p> <p>make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p>
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Curriculum Coverage Year 3 and 4
 Year 3 objectives Year 4 objectives

<ul style="list-style-type: none"> Recognise that it is difficult to define 'right' and 'wrong' 'good' and 'bad' Recognise some of the similarities and differences between these ideas Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences <p>Identify some experiences, for example Jesus' birth, which causes people to wonder and question, including questions which are difficult to answer</p> <p>Describe key beliefs and teachings of Christianity connecting them accurately</p> <p>Make some comparisons between Christmas and a major festival from another religion</p> <p>Show understanding of what being a Christian involves in relation to events of the Church Year</p> <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language using technical terminology</p> <p>Ask questions and suggest answers from their own and others' experiences about the significant experiences of Christians</p> <p>Human and Social Science</p> <ul style="list-style-type: none"> identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Identify a range of ways in which religious belief can impact daily life</p> <p>Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism</p> <p>Identify some similarities and differences in how people practise and express beliefs about commitment</p>	<ul style="list-style-type: none"> identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Identify how a person's beliefs and actions align them with the religion of Judaism</p> <p>Identify a range of ways in which Jewish beliefs impact on a believer's daily life their family, community and society</p> <p>Identify some similarities and differences in how Jews around the world practise and express their beliefs about God</p> <p>Suggest ways in which a belief in God might affect the decisions of Jews and the challenges this might present</p>	<p>offer suggestions about what Jesus' actions towards the leper might mean for a Christian</p> <p>make simple links between Bible texts and the concept of 'Gospel' (Good News)</p> <p>give example of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching</p> <p>make links between the Bible stories studied and the importance of love, ad life in the world today, expressing some ideas of their own clearly</p>
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