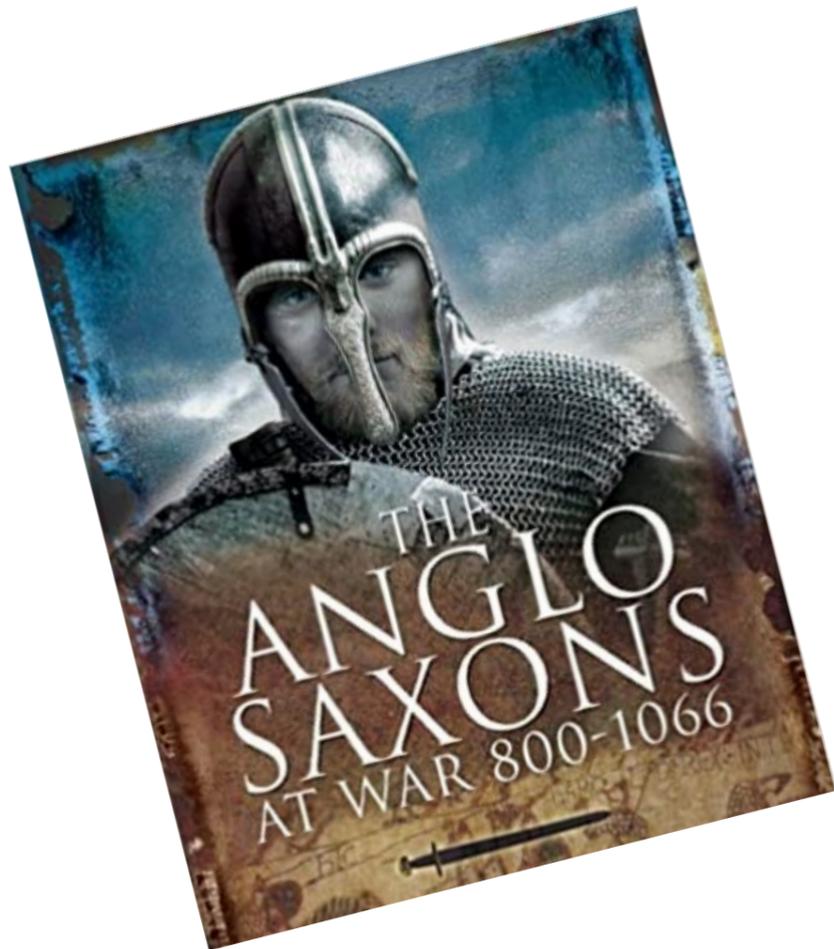




# Flames of Glory



Year 3/4

Spring 2021



# Immersion



## SPARCS

Carousel learning day

Whole School Art  
exhibition - Recreating  
Leonid Afremov (*Flames  
of Happiness*)



## Experiences

Virtual experience?

## Presentation of Learning

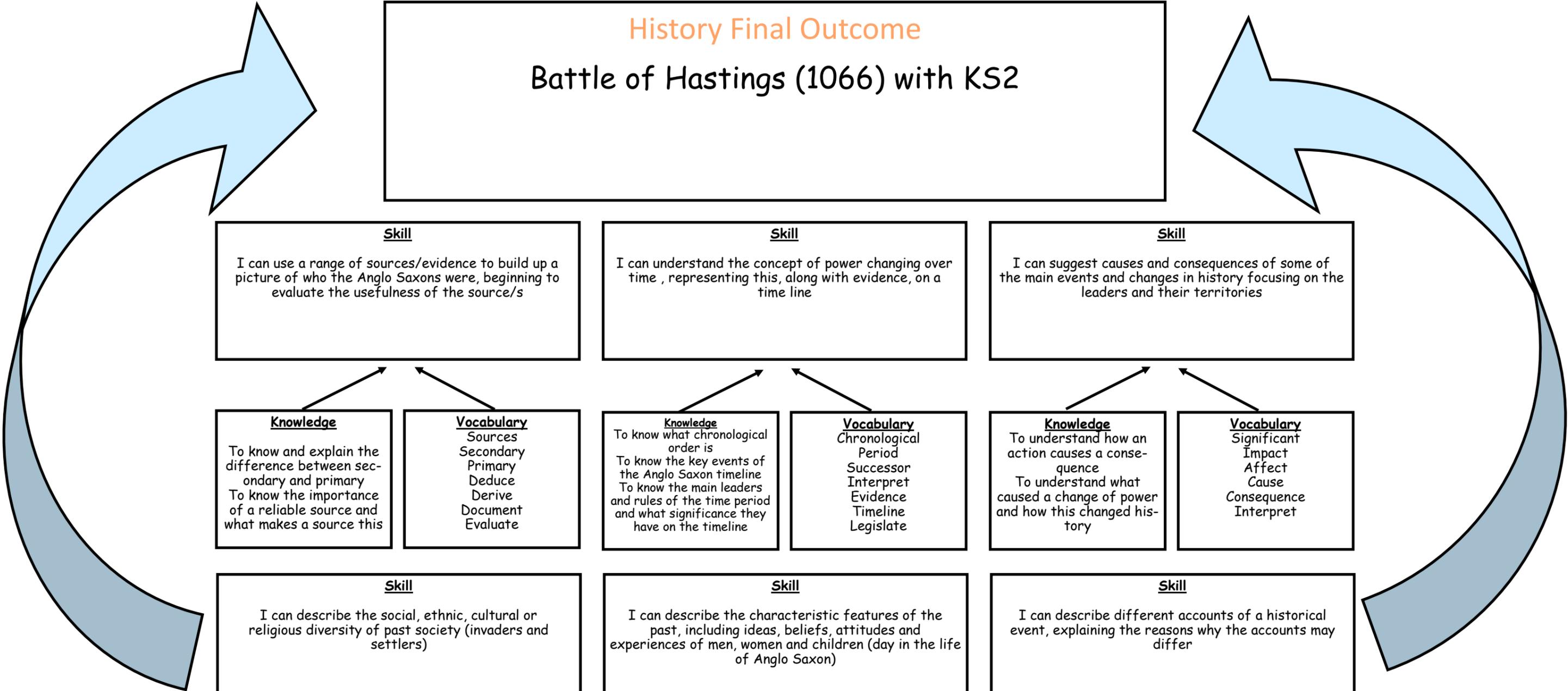
National Curriculum Links History

NC3: Britain's settlement by Anglo-Saxons and Scots

Historians

As Historians we will be studying the Anglo Saxon and Scots reign from 800-1066 ending with the Battle of Hastings. We will study their way of life, where they settled and look at the changes in life over the vast period of time. We will use sources of evidence to explore the past and talk about the impact this period of time had on Britain. We will learn what is meant by 'invaders' and settlers' in the context of the Anglo-Saxons and Vikings from this historic period of time.

**History Final Outcome**  
**Battle of Hastings (1066) with KS2**



Skill  
I can use a range of sources/evidence to build up a picture of who the Anglo Saxons were, beginning to evaluate the usefulness of the source/s

Skill  
I can understand the concept of power changing over time, representing this, along with evidence, on a time line

Skill  
I can suggest causes and consequences of some of the main events and changes in history focusing on the leaders and their territories

Knowledge  
To know and explain the difference between secondary and primary  
To know the importance of a reliable source and what makes a source this

Vocabulary  
Sources  
Secondary  
Primary  
Deduce  
Derive  
Document  
Evaluate

Knowledge  
To know what chronological order is  
To know the key events of the Anglo Saxon timeline  
To know the main leaders and rules of the time period and what significance they have on the timeline

Vocabulary  
Chronological  
Period  
Successor  
Interpret  
Evidence  
Timeline  
Legislate

Knowledge  
To understand how an action causes a consequence  
To understand what caused a change of power and how this changed history

Vocabulary  
Significant  
Impact  
Affect  
Cause  
Consequence  
Interpret

Skill  
I can describe the social, ethnic, cultural or religious diversity of past society (invaders and settlers)

Skill  
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (day in the life of Anglo Saxon)

Skill  
I can describe different accounts of a historical event, explaining the reasons why the accounts may differ

Knowledge  
To understand the difference between a settler and invader  
To understand why some people invaded where as other settled

Vocabulary  
Similar  
Difference  
Social  
Cultural  
Religious  
Society  
Invaders  
Settlers

Knowledge  
To understand the way of life of an Anglo Saxon and how this differed dependent on class and beliefs

Vocabulary  
Describe  
Characteristics  
Generation  
Experiences  
Differences

Knowledge  
To understand the key events of the Battle of Hastings  
To understand where the information came from and why

Vocabulary  
Justify  
Account  
Event  
Significant  
Differ  
Bayeux tapestry  
Concept

National Curriculum Links Geography

**NC2:** name and locate counties and cities of the UK and identify human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.

**NC5:** describe/understand key aspects of human geography; including types of settlement and land use

Geographers

As Geographers we will be studying human and physical geography. We will look at why the Anglo Saxons settled where they did in Britain; taking into account the Human and Physical features. We will plot on a map where the Anglo Saxons settled and look at the land-use.

**Geography Final Outcome**

Create a map showing kingdoms, physical and human features and how this has changed over time and the routes and settlements of invaders and settlers.

Skill

I can explain and identify human and physical features

Skill

I can locate countries linked to invaders and settlers and describe geographical similarities and differences between countries

Skill

I can locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers,

Knowledge

To understand the difference between physical and human features

Vocabulary

Human  
Physical  
Beach  
Coast river  
Weather  
Environment

Knowledge

To understand how to locate countries on a map  
To know that different countries have different geographical features

Vocabulary

Environment  
Route  
Resource  
Globe  
Orient

Knowledge

To know the different characteristics across the country  
To understand how different cities have different features and why

Vocabulary

Regions  
Locate  
Label  
Feature  
Characteristics  
Geographical

Skill

I can recognise key topographical features and land-use patterns;

Skill

I can understand how some aspects of land use have changed over time

Skill

Knowledge

To understand what a topographical map is.  
To understand the importance of land use and how this impacted settlements

Vocabulary

Topographical  
Maps  
Patterns  
Feature  
Symbol  
Locate  
Orient  
Coordinate

Knowledge

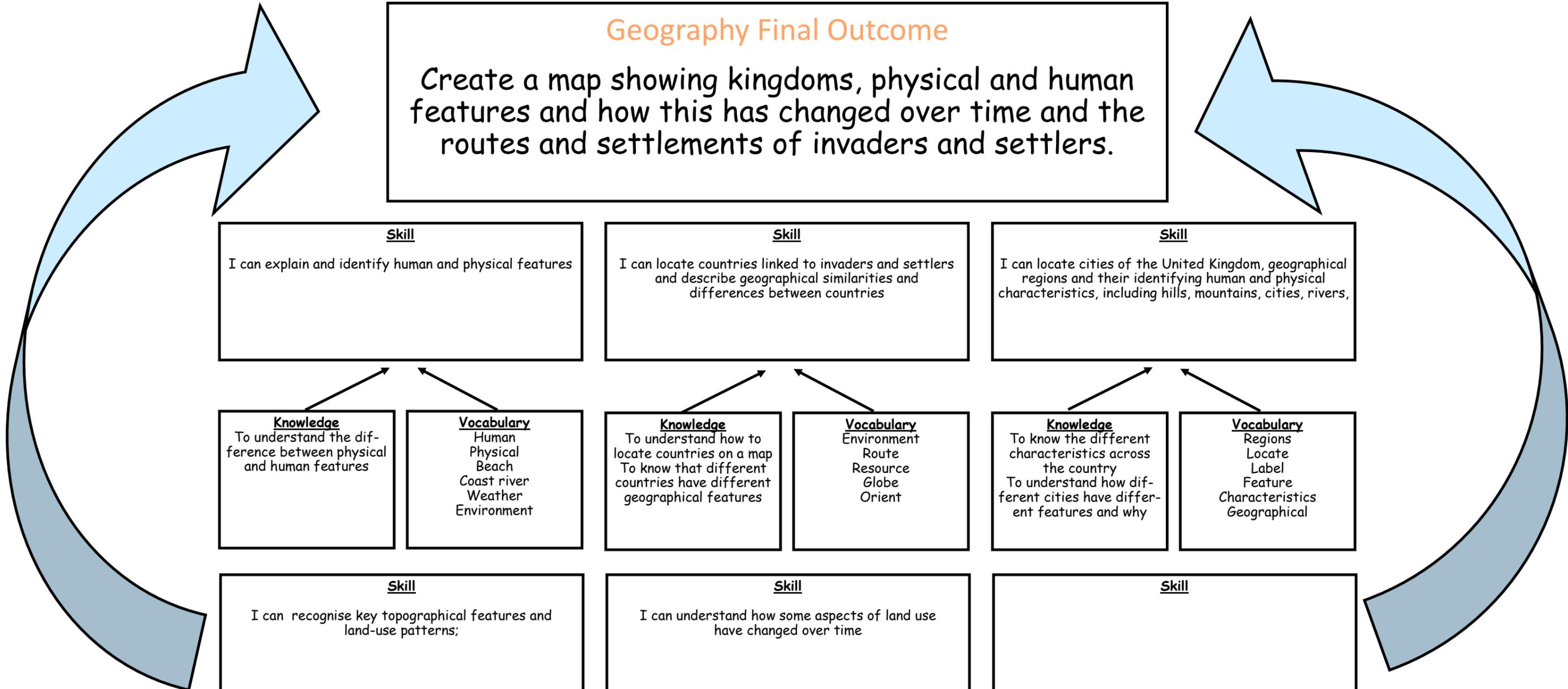
To know how and why land use has changed over time

Vocabulary

Land use  
Patters  
Feature  
Symbols  
Locate  
Orient  
Route

Knowledge

Vocabulary





# Humanities

Assessment

History	WT	Expected
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Handle and use sources of evidence to make observations and simple comparisons</li> <li>Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/someone act like they did? Would it be the same today?</li> <li>Understand some ways we find out about the past</li> <li>Understand and show how the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past</li> <li>Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s</li> <li>Describe different accounts of a historical event, explaining the reasons why the accounts may differ</li> <li>Suggest causes and consequences of some of the main events and changes in history</li> <li>Ask questions such as: What was (<i>historical focus</i>) like at an earlier time in history? How has (<i>historical focus</i>) changed for stayed the same during or since the period studied? What caused the (<i>historical focus</i>) and what consequences of (<i>historical focus</i>) can we still see today in Britain? Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now?</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>Describe historical events</li> <li>Describe significant people from the past</li> <li>Recognise that there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts/ events/sources and sequence events within lifetime or period being studied on a simple time line</li> <li>Label time lines with words/pictures or phrases such as: past, present, older and newer</li> <li>Talk about changes that have occurred in their own lives</li> <li>Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events on a time line using dates, for people and events beyond living memory</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line</li> <li>Use dates and terms to describe events</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past</li> <li>Show an understanding of the concept of nation and a nation's history</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, change, chronology, similar, difference, significant, impact, interpret, affect, cause, generation, proceed, decade and source</li> <li>Use literacy and numeracy to high standard when communicating information about the past</li> </ul>
<b>Vocabulary</b>	<b>Understand and use:</b> period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept	<b>Understand and use:</b> period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, (into writing) duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary

Geography	WT	Expected
<b>To investigate places</b>	<ul style="list-style-type: none"> <li>Identify the key features of a location and say if it is a city, town, village, coastal or rural area</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
<b>To investigate patterns</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries</li> </ul>
<b>Geographical content</b>	Use basic geographical vocabulary to refer to: <b>key physical features</b> , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b> , including: city, town, village, factory, farm, house, office and shop	<ul style="list-style-type: none"> <li>Describe key aspects of:               <ul style="list-style-type: none"> <li><b>human geography</b>, including: settlements and land use</li> </ul> </li> <li><b>Use geographical vocabulary:</b> process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, resource, perspective, survey, route, orient, co-ordinate, community, environment</li> </ul>

National Curriculum Links

**NC1:** to create sketch books to record their observations and use them to review and revisit ideas

**NC2:** to improve their mastery of art and design techniques, including **drawing**, painting and **sculpture** with a range of materials (for example, **pencil**, charcoal, paint, **clay**)

Art and Design

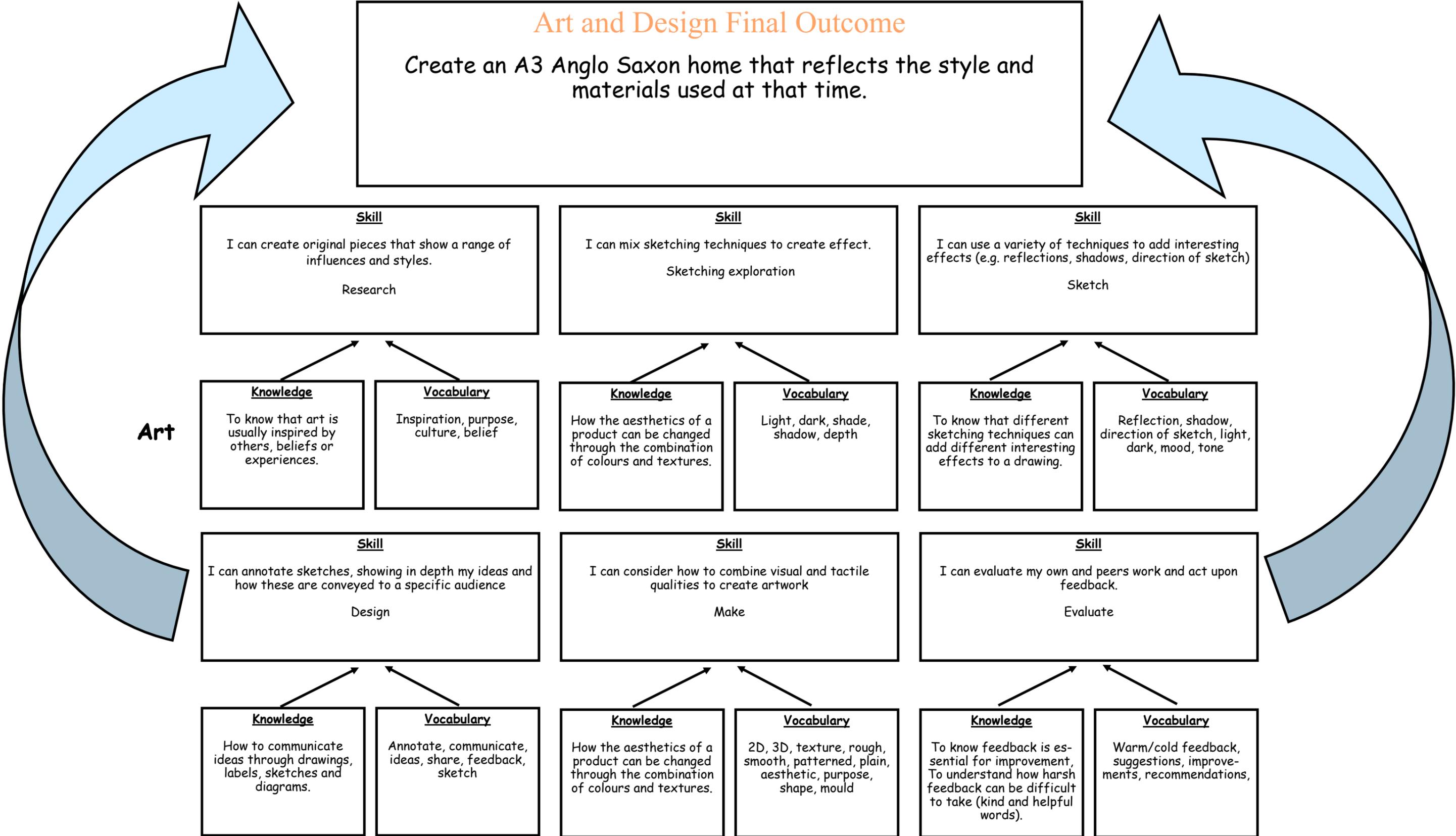
As Artists we will look at Anglo-Saxon Stone carvings. We will explore the patterns that they used and talk about where the carvings would be located.

We will sketch our own carving patterns before creating our own final carving using clay. We will use our sketches on display and evaluate our own and others, using peer and self-critique.



## Art and Design Final Outcome

Create an A3 Anglo Saxon home that reflects the style and materials used at that time.



National Curriculum Links Design and Technology

**Design**  
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose  
generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

**Make**  
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
select from and use a wider range of materials and components, including construction materials and textiles, according to their functional  
properties and aesthetic qualities

**Evaluate**  
investigate and analyse a range of existing products  
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
apply their understanding of how to strengthen, stiffen and reinforce more complex

Design and Technologists

As Designers we will research, draw, sketch and design an Anglo-Saxon house and use this to create a mini village in the classroom.

As designers we will study the Bayeux Tapestry and talk about the techniques used. We will create our own tapestry using sewing. We will design our own section and then stitch it using a range of applique techniques, including sewing. We will attach all pieces together and use to display our own tapestry.

**Design Technology Final Outcome**

To contribute to the recreation of the Bayeux Tapestry created by KS2.

Skill

I can create innovative designs (sketching) that recreate an existing piece of art work.

Research

Skill

I can show an understanding of the qualities of materials to choose appropriate tools to sketch and outline, cut and shape

Skill

I can thread a needle and tie off the embroidery thread when changing colour.

Knowledge

To know the purpose of a model, to know who the audience is, consider the cost of the product.

Vocabulary

Audience, product, purpose, design, intention

Knowledge

To know why materials are selected for different purpose, words to describe the sensory aspect of materials.

Vocabulary

Texture, sustainability, colour, appeal, thread, aida

Knowledge

The thread needs to be through the needle to create the stitch. To be able to do it safely.

Vocabulary

Knot, twist, wind, thread, eye, taut,

Skill

I can use running stitch to create a product.

Skill

I can make products through stages making continual refinements.

Skill

I can evaluate the design of products to suggest improvements to the user experience.

Knowledge

To know that some embroidery is done on machines and some by hand, to know there is a variety of stitches for different purposes.

Vocabulary

running, outline, single, double

Knowledge

To know that all products are made through stages, To know that changes can be made as problems arise.

Vocabulary

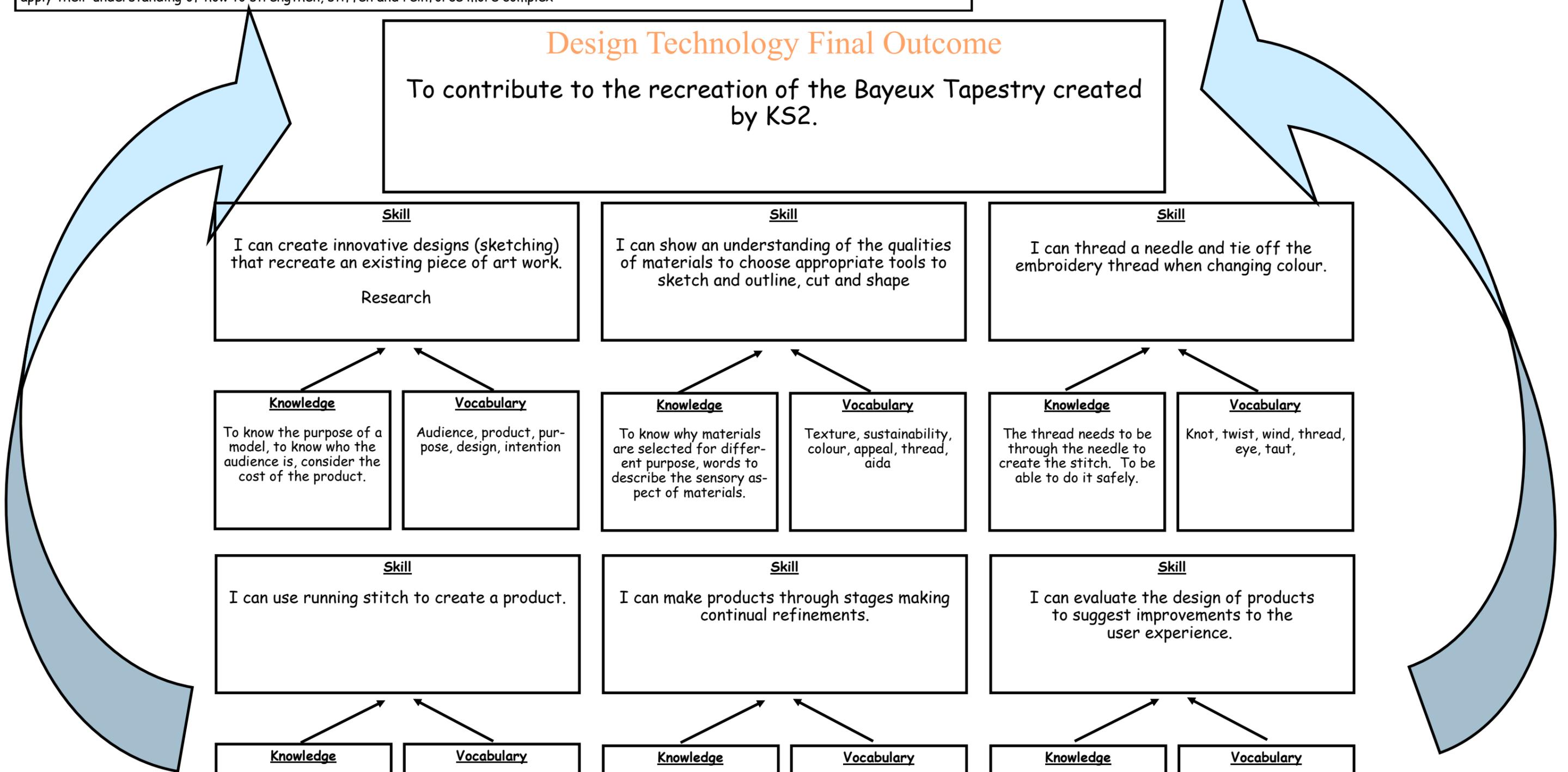
Plan, design, sketch, outline, label

Knowledge

To know feedback is essential for improvement, To understand how harsh feedback can be difficult to take (kind and helpful words).

Vocabulary

Evaluate, discuss, test, fit for purpose, suitability, durability, consumer, audience.





# Art and Design Technology



Art	WT	Expected
Sculpture	<p>Create sculptures by combing shapes</p> <p>Sculpt from rolled up paper, straws, paper, card and clay materials</p> <p>Use the techniques of rolling, cutting, moulding and carving</p>	<p>Create and combine shapes from recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Make Sculptures from textures to try and convey feelings, expression and or movement</p> <p>Use mouldable materials such as clay and Modroc for create a sculpture</p> <p>Ensure sculptures have interesting detail/s</p>
Drawing	<p>Draw lines that are different sizes and thickness's</p> <p>Be able to colour their own work neatly, following the lines</p> <p>Use dots and lines to add texture and show pattern</p> <p>Use different tones when using coloured pencils</p>	<p>Use different hardness's of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture</p>
Art Appreciation	<p>Talk about the work of notable/famous artists</p> <p>Use creative ideas and styles of artists studied to create their own artwork</p>	<p>Replicate some of the techniques used by notable/famous artists</p> <p>Create original pieces that are influenced by studies of artists studied</p> <p>Select appropriate techniques when creating pieces influenced by artists studied</p>

	DT	WT	Expected
To master practical skills	Materials	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>
	Construction	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul>
To design, make, evaluate and improve	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>	
To take inspiration from design throughout history	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul>	

**National Curriculum Links**

- NC1:** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- NC2:** improvise and compose music for a range of purposes using the inter-related dimensions of music
- NC3:** listen with attention to detail and recall sounds with increasing aural memory
- NC4:** use and understand staff and other musical notations
- NC5:** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- NC6:** develop an understanding of the history of music.

**Music Charanga**

- Year3: Spring A: Three Little Birds** (As musicians we will learn to sing the famous Reggae song by Bob Marley. We will about this style of music and how to compose in the style of reggae)
- Year3: Spring B: The Dragon Song** (As musicians we will learn about the language of music through this song about respect and friendship. We will continue to develop our instrument skills by playing along to a tune)
- Year4: Spring A: Stop!** (As musicians we will learn to sing a rap inspired song about bullying. We will have the opportunity to compose and devise our own rap song on this theme)
- Year4: Spring B: Lean on Me** (As musicians we will develop our singing skills by learning this soul/gospel song. We will listen to a range of soul/gospel music and learn about its origins)

**Music Final Outcome**  
**Perform song to partner class (using voices and instruments)**

Year 3

**Skill**  
 I can play and perform in solo and ensemble contexts

- Knowledge**
- Understand when different parts play in a group.
  - Know how to stay in time.
  - Understand how to read music.

- Vocabulary**
- Groups
  - Solo
  - Ensemble
  - Timing

**Skill**  
 I can play notes accurately on a glockenspiel

- Knowledge**
- Understand the different notes of a glockenspiel
  - Understand how to read music

- Vocabulary**
- notes
  - Play
  - Accurately
  - Glockenspiel

**Skill**  
 I can compose music for a purpose.

- Knowledge**
- I understand the type of music I am performing.
  - I know musical notation.
  - I know how to read music.

- Vocabulary**
- Performance
  - Musical
  - Notes
  - Stave

Year 4

**Skill**  
 I can keep a simple part within a group when singing and playing either the glockenspiel

- Knowledge**
- Understand the importance of working as a group
  - Understand the different roles within the group

- Vocabulary**
- ensemble
  - Group
  - Single
  - Solo
  - Sing

**Skill**  
 I can play notes accurately on a glockenspiel

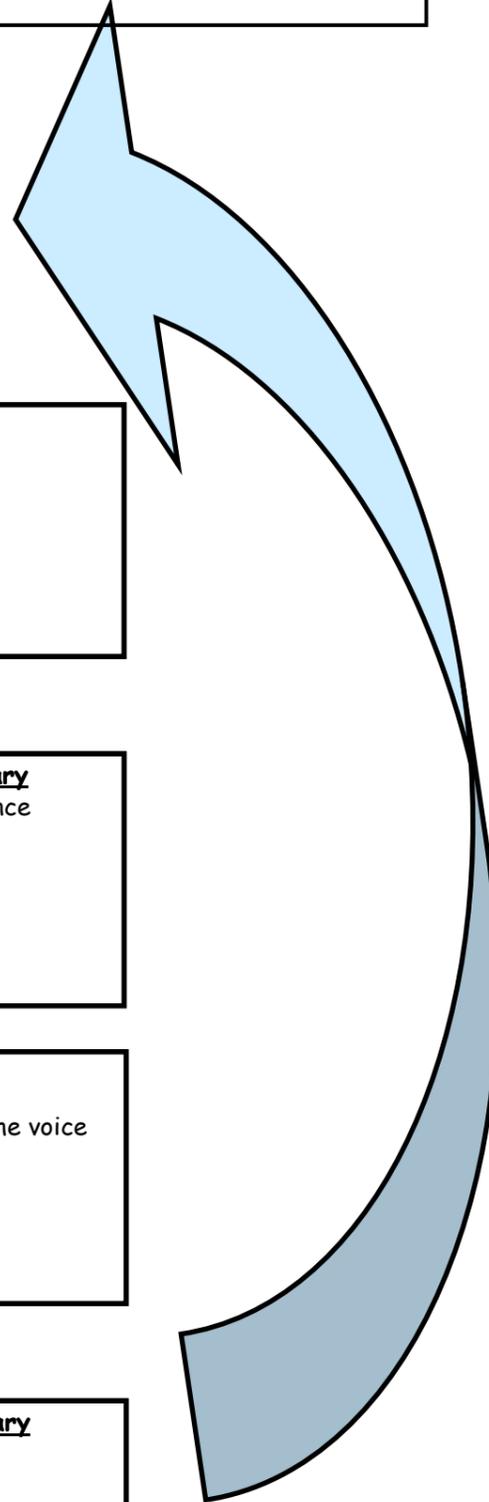
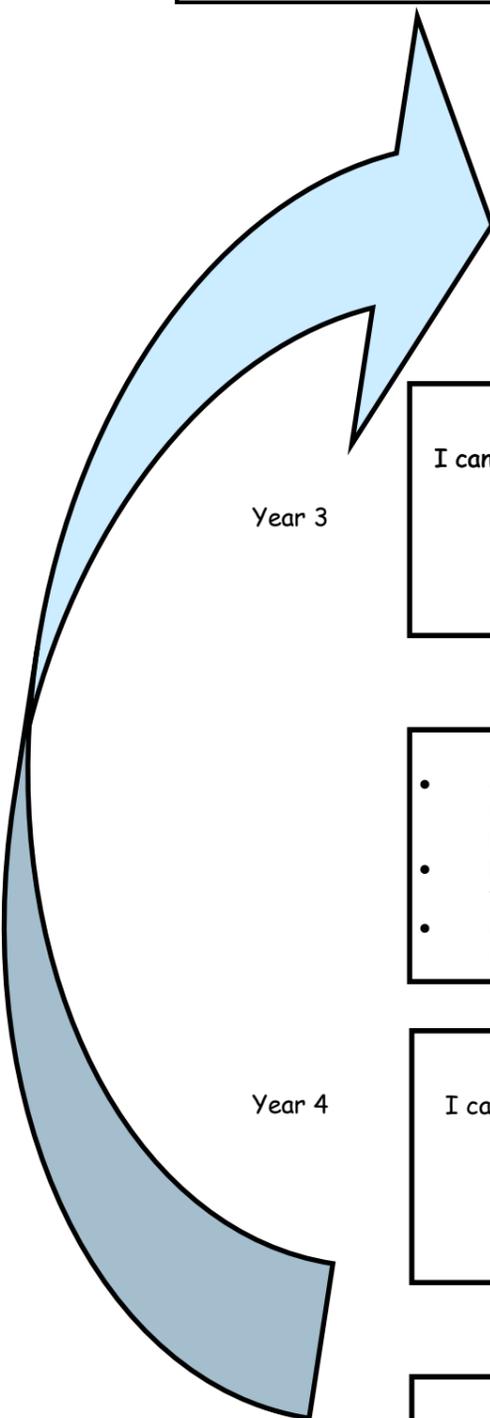
- Knowledge**
- Understand the different notes of a glockenspiel
  - Understand how to read music

- Vocabulary**
- notes
  - Play
  - Accurately
  - Glockenspiel

**Skill**  
 I can use breathing accurately to control the voice when singing a song

- Knowledge**
- understand the importance of breathing when singing
  - Understand where the voice comes from

- Vocabulary**
- Voice
  - Breath
  - Control
  - Song
  - Diaphragm





# Music

Assessment

Music	WT	Expected
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing melodies accurately - following a simple melody</li> <li>• Know when and how to play a glockenspiel and a range of un-tuned percussion instruments</li> <li>• Use their voice and instruments to make long and short sounds</li> <li>• Imitate changes in pitch using their voice and a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of songs from memory with accurate pitch</li> <li>• Keep a simple part within a group when singing and playing either the glockenspiel or violin (Yr4)</li> <li>• Use breathing accurately to control the voice when singing a song</li> <li>• Play notes accurately on a glockenspiel or violin (Yr4)</li> <li>• Start to show awareness of an audience and how to perform with greater control for others</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Use long and short sounds to create a sequence</li> <li>• Clap a simple rhythm</li> <li>• Create a range of different sounds (long and short, loud and quiet, high and low)</li> <li>• Choose sounds to create an effect for a specified theme</li> <li>• Create a short musical pattern</li> <li>• Create a short rhythmic phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs as part of a group and solo</li> <li>• Create repeated patterns using a glockenspiel and Violin (yr4) and a range of un-tuned instruments</li> <li>• Create accompaniments for familiar tunes</li> <li>• Choose, order, combine and control sounds to create an effect for a specified theme</li> </ul>
<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition</li> <li>• Perform their own and others musical representations</li> </ul>	<ul style="list-style-type: none"> <li>• Devise their own non-standard symbols to indicate when to play and when to rest</li> <li>• Recognise the notes EGBDF and FACE on the musical stave</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>
<b>Describing music</b>	<ul style="list-style-type: none"> <li>• Talk about the beat of a tune</li> <li>• Recognise and talk about changes in timbre, dynamics and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing music</li> <li>• Evaluate music to identify areas of likes and dislikes</li> <li>• Discuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres</li> </ul>
<b>Musical Genres</b>	Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra	RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco

National Curriculum Links

NC1: I can use running, jumping, throwing and catching in isolation and in combination  
NC2: I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  
NC5: I can take part in outdoor and adventurous activity challenges both individually and within a team

PE

In Spring A, both Year 3 and 4 will participate in rugby training delivered by an external coach. They will learn the rules of the sport and how to compete in a non contact game safely.  
In Spring B, Year 3 and 4 will have another external coach teaching cricket. They will learn how to bowl, hit and field. They will work towards having a cricket match between the year groups.

Skill

I can throw and catch with control and accuracy.

Skill

I can strike a ball and field with control.

Skill

I can show an understanding of the basic rules to play a game.

Final Outcome

Cricket

Knowledge

To know the correct technique to catch a ball  
To know how to catch a ball safely  
To know the different types of throws and which one is more appropriate

Vocabulary

Control  
Accuracy  
Throw  
Catch

Knowledge

To know the difference attack and defence  
To know the correct way to hold the bat  
To know the importance of teamwork on the field

Vocabulary

Strike  
Field  
Defence  
Attack  
Control

Knowledge

To know the simple rules of the field  
To know how to score runs

Vocabulary

Rules  
Out  
Boundaries  
Wickets  
Crease  
Runs

Skill

I can understand the importance of team work and how this links to the game.

Skill

I can understand the difference between attacking and defending.

Skill

I can show how to handle the ball and how to throw and catch effectively.

Final Outcome

Rugby

Knowledge

To understand how players work together to accomplish their set goal

Vocabulary

Team work  
Individuality

Knowledge

To understand what it means to be on the attack  
To understand what it means to be on the defence

Vocabulary

Attacking  
Defending  
Team work

Knowledge

To understand how to hold the ball correctly.  
To understand how to pass the ball correctly and accurately  
To understand how to receive the ball correctly.

Vocabulary

Pass  
Run  
Try  
Touch  
Catch



# PE



PE	WT	Expected
<b>Games</b>	Understand the concept of different teams. Begin to use basic skills in succession. E.g. running and then kicking. Start to think about tactics e.g. what works well and what doesn't.	Throw and catch with control and accuracy. Strike a ball and field with control. Use knowledge of tactics to develop a strategy for a game. Understand the basic rules to play a game. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Show ability to work together as a team and in some situations, lead a team.
<b>Dance</b>	Follow a simple sequence and remember parts of the sequence. Move with careful control and coordination. Create a simple sequence by linking basic moves together. Choose movements to communicate a mood, feeling or idea.	Plan, perform and repeat sequences. Move in a way appropriate to the sequence. Sequence movements together that begin to show understanding of an idea or a theme. Change speed and levels within a performance. Develop physical strength and suppleness by practising more complex moves and stretching.
<b>Gymnastics</b>	Watch an action and repeat it with accuracy. Move with some control and awareness of space. Put actions together to form a sequence. Travel by rolling forwards, backwards and sideways. Begin to understand what a balance is and complete a range of balances. Climb safely on equipment. Jump in a variety of ways and land with increasing control and balance.	Plan a sequence of actions. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Swing and hang from equipment safely (using hands).
<b>Athletics</b>		Sprint over a short distance using correct technique. Begin to run over longer distances and think about pacing. Develop different throws for different situations e.g. throwing underarm for accuracy. Develop standing jumps and five step jumps focusing on landing correctly and safely. Understand the concept of personal bests and how to develop and improve them.

## Spring 1

**Year 3 - Rugby**

**Year 4—Rugby (coach)**

## Spring 2

**Year 3 - Cricket (coach)**

**Year 4 - Cricket**



Year 3

# Computing

Assessment

## National Curriculum Links Computing

### Information Technology

Create a presentation with slides with animations and transition effects.

### Computer Science

Identify the uses of technology beyond school and discuss the reasons why they are helpful (e.g. robots and simulations).

Understand how a computer stores data.

Understand the main hardware components of a computer system.

Understand how the internet works, including how it is structured and data travels along.

### Digital Literacy

Use search engines effectively and narrow search results down.

## Computing

How do computers work?

### Skill

I can use the functions of a computer.

### Skill

I can explain how the Internet works.

### Skill

I can use Google to search efficiently and narrow results.

### Knowledge

I know the main uses of computers and their role in technology.

I know that all devices can be sorted into different categories.

I know the different roles of computers in the world that we live in.

### Vocabulary

Hardware

Software

### Knowledge

I know how the Internet works.

I know the different parts required to gain access to the internet.

I know the role of the different parts of an internet system.

### Vocabulary

Internet

Search Engine

URL

DNS

IP Address

### Knowledge

Know how search engines can be used to help us.

I know how to narrow my search using key words and filters.

### Vocabulary

Internet

Search Engine

URL

DNS

IP Address

## Final Outcome

To create a presentation with voice notes that explains the children's learning on the 'How do Computers Work' topic. The presentation is to be played to an audience so that they can see what has been covered.



Year 4

# Computing

Assessment



National Curriculum Links Computing  
Digital Literacy

Explain how my online identity can be different to the identity presented in real life and describe the right decisions about how to interact with others and how others perceive us.  
Recognise the need to be careful before sharing anything online.  
Give reasons why you should only share information with people you choose to and can trust.  
Explain what is meant by 'trusting someone online' and explain why this is different from 'liking someone online'.

Understand and give reasons why strong passwords are important and describe simple strategies for creating and keeping passwords private.  
Explain what bullying is and can describe how people may bully others.

Computing  
Entering the digital world

Skill

I can recognise the need to be careful before sharing anything online.

Skill

I can Explain what bullying is and can describe how people may bully others.

Skill

I can Explain why you need to think carefully about how content I post might affect others

Knowledge

I know what my online identity is.

I understand that a person's online identity can be different to their actual identity.

I know that I should only share information with people I know.

Vocabulary

Digital footprint

Personal information

Privacy settings

Password

Knowledge

I know what online bullying is .

I understand how it can affect other people online.

I know what the rules to follow are online.

Vocabulary

Password

Social media

Cyberbullying

Communication

Hacking

Knowledge

I know the places where content might be posted online.

I understand that the content I post online might affect others.

I know how the things I post might affect my online image.

Vocabulary

Password

Social media

Cyberbullying

Communication

Hacking

**Final Outcome**

Create a Google slides presentation that includes information around the key topics that have been covered. These will include comic strips and graphics that the children have created throughout the topic.

# Other Curriculum Elements



## Enterprise drivers

## RE

Year 3 - (Unit Title)  
Key questions.

Year 4 - (Unit Title)  
Key Questions

## British Values and SMSC

## Jigsaw PSHE

Spring 1— Dreams and Goals

Spring 2— Healthy Me