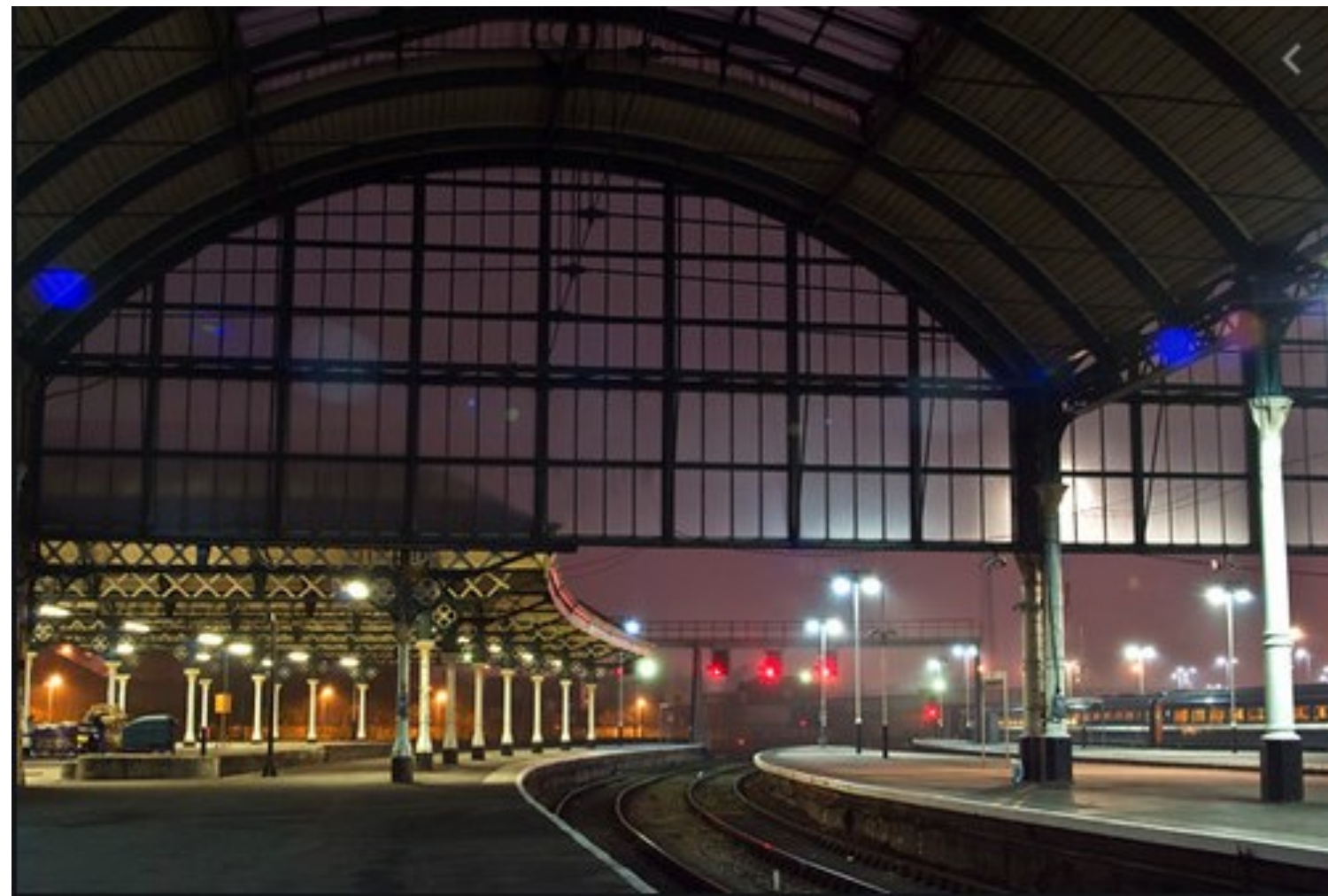




# It's Never Dull in Hull!



All aboard the Hull Express - Year 3/4

Autumn 2022



# Immersion



## SPARCS

RP Day - Full day

Carousel learning day - what do we know about trains in the past and present?

## Experiences

Hull Train Station - Visit the station and take a ride to Beverley and back again

History Museum - look at local history of the train station and Hull Trains

Walk the old railway line from North Hull to Hornsea.

Interview someone from Hull Trains

## Presentation of Learning

Art exhibition - Polar Express as the inspiration and looking at sketching and drawing for movies/TV/live animation

Create own movies using sketches and drawings and showcase them at the art exhibition

## History

As Historians we will be studying our local railway station. We will learn about the start of rail travel from the past to the present day and the changes that have been seen in rail travel over time. We will look at the earliest trains and rail travel and investigate why rail travel was invented and how it was used in the past and now in the present day. We will plot the most significant changes in rail travel on a timeline to show from the first railway to the present day. We will visit our local train station and look for evidence of the past and present. We will travel by rail and experience a journey. We will explore where train travel is going in the future.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC5:</b> A local history study</p> <p><b>NC6:</b> A study of an aspect or theme in British history that extends the pupils chronological knowledge beyond 1066</p>	<p><u>Current knowledge about Hull</u></p> <ul style="list-style-type: none"> <li>• They live in the City of Hull.</li> <li>• Bellfield Primary School and most of their homes are in East Hull</li> <li>• There is a river called the Humber.</li> <li>• Hull is in the East of the country.</li> <li>• Amy Johnson came from Hull.</li> <li>• She was a pilot.</li> <li>• There is a park called East Park close to where they live.</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>• Suggest causes and consequences of some of the main events and changes in history. Why is this period in history seen as significant to Britain now?</li> <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> </ul>	<ul style="list-style-type: none"> <li>• The Industrial Revolution spanned 80 years between 1760-1840</li> <li>• Railways were built originally to transport heavy goods.</li> <li>• James Watt improved steam engine technology.</li> <li>• The steam engine works by heating up water using coal.</li> <li>• Robert Stephenson invented The Rocket.</li> <li>• In 1830, Stephenson's locomotive was the first to pull passengers.</li> <li>• Burning coal produces lots of smoke which is bad for peoples health and the environment.</li> <li>• Electrification began in 1920s</li> </ul>

### Sequence of Learning

<p><u>Before the railways</u></p> <p>To find out how transport changed during the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• Learn about the transport of heavy goods before the industrial revolution.</li> <li>• Consider the problems industries faced, realising that better transport was needed.</li> <li>• Ask and answer questions about history.</li> <li>• Find out about some reasons why transport improved during the Industrial Revolution.</li> </ul>	<p><u>Steam Power!</u></p> <p>To find out about the technological developments that changed transport and travel during the Industrial Revolution.</p> <ul style="list-style-type: none"> <li>• Learn about James Watt's steam engine (how it worked, how it was initially used in factories to haul goods and raw materials short distances).</li> <li>• Find out about how a steam engine works.</li> </ul>	<p><u>The Railways are coming</u></p> <p>To find out about the development of the first steam-powered railways in Britain</p> <ul style="list-style-type: none"> <li>• Discover how technological developments made steam engines light enough to be used as railway locomotives.</li> <li>• Explore through role play how the first passengers railways trails were held.</li> </ul>	<p><u>Railway Mania</u></p> <p>To find out about the way rail travel changed the lives of people living in Britain since 1830.</p> <ul style="list-style-type: none"> <li>• Learn about the period known as 'Railway Mania' when several rival companies expanded the railway networks across the country.</li> <li>• Determine specific benefits of these developments (focussing on Hull in particular)</li> <li>• Consider how the railways have continued to develop over time but some have been closed (Hull-Withernsea)</li> </ul>	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Quiz on Kahoot</p> <p><u>Disciplinary knowledge</u></p> <p>A poster presentation to partner class.</p>
revolution, animal powered	furnace, piston	locomotive, passenger	electrification. developments	

## Geography

As Geographers we will be studying human and physical geography. We will be learning about our local area with a specific focus on the railway and the different routes in, around and out of the city. We will look at the rail links and learn about how they are important for trade within the city. We will look at old maps that show the railway lines in the past. We will get on the train in Hull and go to Beverley. We will look for prominent landmarks and make a map. We will learn to use compass points to plan and plot routes.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC2:</b> To 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.</p> <p><b>NC5:</b> To describe and understand key aspects of human geography; including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>NC7:</b> To use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the UK.</p>		<p><u>Current knowledge about local geography</u></p> <ul style="list-style-type: none"> <li>We live in Hull, England.</li> <li>England is an island surrounded by water.</li> <li>There is a river called the Humber.</li> <li>Hull is in the East of the country.</li> <li>Simple compass directions (four points).</li> <li>Basic human and physical features</li> <li>Basic map symbols and key.</li> <li>Left and right (East and West)</li> <li>Up and down (North and South)</li> </ul>	<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p>Use a range of resources to identify the key physical and human features of a location</p> <p>Describe key aspects of: physical geography human geography,</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> <li>The main purpose of the Hull train links was to initially to transport heavy goods.</li> <li>The trains used for this are called freight trains.</li> <li>Human features are those made by humans and which humans have changed or influenced.</li> <li>Physical features are those that are naturally made.</li> <li>Grid references are used to find key locations on a map.</li> <li>A map uses symbols to show where different things are.</li> <li>A key is a list of symbols and the names of those places that can be located on the map.</li> <li>A compass is used to show the direction—there are 8 points.</li> </ul>
Sequence of Learning				
<p><u>Trade links</u></p> <ul style="list-style-type: none"> <li>Learn about what is meant by trade, import/export</li> <li>Find out about the main train links between Hull and surrounding towns and cities.</li> <li>Locate the trading towns and cities on a map.</li> <li>Look at the goods that were traded and why.</li> <li>Locate some of the countries close to the UK that export to the UK.</li> </ul>	<p><u>Hull—Hornsea/Withernsea line</u></p> <ul style="list-style-type: none"> <li>Describe what is meant by human and physical features.</li> <li>Explore maps of the train lines from Hull to Withernsea and Hull to Hornsea.</li> <li>Identify some of the key human and physical features seen on the routes to Hornsea and Withernsea.</li> </ul>	<p><u>Grid references</u></p> <ul style="list-style-type: none"> <li>Explore a range of maps of the local area and the train line locations.</li> <li>Develop the understand of 4 figure grid references.</li> <li>Locate landmarks using the 4 figure grid reference.</li> </ul>	<p><u>Map making</u></p> <ul style="list-style-type: none"> <li>Consider the location of the stations and the services close to their location.</li> <li>Create a map using basic symbols and a key.</li> <li>Using the eight points of a compass, describe the direction of different landmarks from the station and in relation to other landmarks.</li> </ul>	<p style="text-align: center;"><b><u>Assessment</u></b></p> <p><b><u>Substantive knowledge</u></b></p> <p>Quiz on Kahoot</p> <p><b><u>Disciplinary knowledge</u></b></p> <p>A TV advert to persuade a train company to rebuild one of the removed train lines.</p>
trade, import/export	human feature, physical feature	grid reference, locate	key, compass	



## Art

As Artists we will be using the book 'Polar Express' as a starting point to look at and study illustrative art. We will look at and talk about how illustrations are used to create moving images. We will look at the illustrations from the earliest animated Disney films. We will sketch and draw/paint our own illustrations and use them to create a movie. Our movie will be showcased at our Art Exhibition. We will learn how to sketch and use shading and form to create our images. We will look at a range of famous illustrators (from books) and see how their illustrations differ and what it is that makes them different to others.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC1:</b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC2:</b> To improve their mastery of art and design techniques, including <b>drawing</b>, painting and sculpture with a range of materials (for example, <b>pencil</b>, charcoal, paint, clay)</p> <p><b>NC3:</b> To learn about great artists, architects and designers in history.</p>		<p>Children will know:</p> <ul style="list-style-type: none"> <li>To draw lines that are different sizes and thicknesses</li> <li>Be able to colour their own work neatly, following the lines</li> <li>Use dots and lines to add texture and show pattern</li> <li>Use different tones when using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardness's of pencils to show line, tone and texture</li> <li>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</li> <li>Use shading to show light and shadow.</li> </ul>	<ul style="list-style-type: none"> <li>Light, dark, shadow and shade are created using pencil skills.</li> <li>Sketches are made by producing a sequence of stills.</li> <li>Colour can be used to create shadow and shade.</li> <li>Sketches were the first form of cartoon.</li> </ul>
Sequence of Learning				
<p><u>Inspiration</u></p> <ul style="list-style-type: none"> <li>Look at clips of Polar Express for sequence.</li> <li>Concentrate on a still from the film.</li> <li>Look at how they have been drawn/sketched and duplicate using sketching skills in pencil</li> <li>To use sketching knowledge to create a sketch using light/dark/shadow and shade</li> </ul>	<ul style="list-style-type: none"> <li>Look at clips from a range of cartoons/films by Walt Disney and Pixar</li> <li>Choose a character that interests them.</li> <li>To use skills to create sketch in the style of Walt Disney and Pixar.</li> <li>Complete a sketching tutorial to create their own sketch of Mickey Mouse</li> </ul>	<ul style="list-style-type: none"> <li>Watch clips in black/white and colour for AA Milne—Winnie the Pooh</li> <li>Sketching characters from Winnie the Pooh emphasising shadow and shade and using a pencil in different ways to create effect.</li> <li>Show stages of how they create each sketch</li> </ul>	<ul style="list-style-type: none"> <li>To sketch a sequence of stills from the polar express.</li> <li>Sequence to show favourite part of your film (in pencil, pencil crayons/felt tips).</li> <li>Choose one still to recreate in larger form in choice of medium</li> </ul>	<p style="text-align: center;"><u><b>Assessment</b></u></p> <p><u><b>Substantive knowledge</b></u></p> <p>Quiz on Kahoot</p> <p><u><b>Disciplinary knowledge</b></u></p> <p>To showcase sequences in an art exhibition.</p>
still, sketch	artist, technique	shadow, shade	medium, mastery	

## Design and technology

As Designers we will research, draw, sketch and design a viaduct. We will learn about how to make a structure strong by using a range of strengthening techniques. We will build a viaduct using only newspaper and a range of joining materials. The structure will need to carry the weight of a small toy train. We will evaluate our designs and products and then re-make them to create the best outcome possible.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>Design</b>  <b>NC1:</b> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose  <b>NC2:</b> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Make</b>  <b>NC3:</b> To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing,  <b>NC4:</b> To 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  <b>Evaluate</b>  <b>NC5:</b> To investigate and analyse a range of existing products  <b>NC6:</b> To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  <b>Technical Knowledge</b>  <b>NC8:</b> To apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</p>		<ul style="list-style-type: none"> <li>Use materials to practise gluing to make and strengthen products.</li> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Choose suitable techniques to construct products or to repair items.</li> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>Strengthen materials using suitable techniques.</li> </ul>	<ul style="list-style-type: none"> <li>A viaduct is composed of several small spans.</li> <li>They were built for crossing a valley forming an overpass.</li> <li>A design sketch is an informal visualisation.</li> <li>Sketching is a way of communicating ideas and exploring concepts.</li> <li>Joining two components together establishes a relationship between materials.</li> <li>Securing structures involves measuring and joining accurately.</li> <li>A systematic approach will enable the structure to succeed.</li> <li>Researching/investigating arches and spans will ensure the strongest bridge is built.</li> </ul>
Sequence of Learning				
<p><b>Research and sketch viaducts</b></p> <ul style="list-style-type: none"> <li>Using QR codes, research the purpose of viaducts and how they are built</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Explore a range of ways to join and stiffen materials.</li> <li>Design their own viaduct using old newspaper and masking tape.</li> </ul>	<p><b>Create and evaluate</b></p> <ul style="list-style-type: none"> <li>Create and evaluate the viaduct using arm design.</li> </ul>	<p><b>Recreate with alternative medium</b></p> <ul style="list-style-type: none"> <li>Recreate a viaduct using another medium.</li> <li>Compare between materials and evaluate which material would suit the construction.</li> </ul>	<p style="text-align: center;"><b><u>Assessment</u></b></p> <p><b><u>Substantive knowledge</u></b></p> <p>Quiz on Kahoot</p> <p><b><u>Disciplinary knowledge</u></b></p> <p>Create a step by step guide to show how to make a strong viaduct and test its strength.</p>
design, construction	sketch, label	evaluate, stiffen	finishing, quality	

## Music - Year 3

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Year 3 will know:</p> <ul style="list-style-type: none"> <li>How to sing melodies accurately,</li> <li>How to use their voice and instruments to make long and short sounds.</li> <li>How to imitate changes in pitch using their voice.</li> </ul>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to copy music using various techniques</li> <li>To know that different keys produce different sounds</li> <li>Tempo is the speed of the beat</li> <li>Dynamics is the loudness of the musical notes</li> <li>Order that different part the song are played in</li> <li>The different materials combined to determine the quality of the sounds</li> </ul>
Home is where the heart is (part 1)	Home is where the heart is (part 2)	Let's work it out together (part 1)	Let's work it out together (part 2)	Please be kind	<p><b><u>Substantive</u></b></p> <p>Year 3 End of unit 1 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>
Glockenspiel, Instrument	Improvise, Orchestral	Citizens, crochets	Country music, quaver	Rhythm, tempo	
Love what we do (part1)	Love what we do (part 2)	When the saints go marchin' in (part 1)	When the saints go marchin' in (part 2)	My bonnie lies over the ocean	<p><b><u>Substantive</u></b></p> <p>Year 3 End of unit 2 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>
Disco, stave	Clef, paired quavers	Jazz, rhythm,	Syllable, patterns	Folk:sea shanty, tempo	

Music - Year 4					
Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Year 4 will know:</p> <ul style="list-style-type: none"><li>How to use long and short sounds to create a sequence</li><li>How to clap a simple rhythm</li><li>How to create a range of different sounds (long, short, loud, quiet, high and low)</li><li>How to choose sounds to create an effect for a specified theme.</li></ul>		<p><u>Year 4</u></p> <ul style="list-style-type: none"><li>To confidently identify and move to the pulse.</li><li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li><li>Talk about the music and how it makes them feel.</li><li>Listen carefully and respectfully to other people’s thoughts about the music.</li><li>When talking about music, try to use some musical words.</li><li>Sing in unison and in simple two-parts.</li><li>To demonstrate a good singing posture.</li></ul>	<ul style="list-style-type: none"><li>A verse tells the story</li><li>A chorus is memorable and repeated throughout the song</li><li>Compose means to create a song</li><li>A time signature is how many beats are in the bar</li><li>A melody is a series of notes that is played in a memorable order</li><li>Tempo is the speed or pace of the beat</li></ul>
Hoedown (part 1)	Hoedown (part 2)	I’m always there (part 1)	I’m always there (part 2)	Martin Luther King	<p><b><u>Substantive</u></b></p> <p>Year 4 End of unit 1 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>
Orchestral, tempo	Beat or pulse, tonality	Soul ballad, articulation	Melody, tonality	R&B, dynamics	
Looking in the mirror (part 1)	Looking in the mirror (part 2)	Take time life (part 1)	Take time life (part 2)	Scarborough fair	<p><b><u>Substantive</u></b></p> <p>Year 4 End of unit 2 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>
Pop, texture	Instrumental or vocal, tempo	Folk, time signatures	Structure and form, musical style	Articulation, dynamtics	



PSHE - Year 3

In the first half term, we will consider our own personal goals and achievements. We will think about how to face new challenges positively and how to ask for help when needed. We will go on to think about rules, rights and responsibilities and how to make responsible choices. In the second half term, we will focus on our family and conflict that may happen within it. We will think about what is considered to be bullying and what this looks and feels like. We will learn about the role of the witness and how they can make the situation better or worse.

Curriculum Objective								Prior Knowledge	Disciplinary knowledge	Substantive knowledge
R1	R2	R3	R4	R5	R6	R7	R8	<ul style="list-style-type: none"><li>Recognising simple emotions.</li><li>How to make someone feel valued and welcome.</li><li>Know behaviour bring rewards and consequences.</li><li>Know about family support.</li><li>What bullying is and how to problem solve.</li></ul>	<ul style="list-style-type: none"><li>know my attitudes and actions make a difference to the class team</li></ul>	<ul style="list-style-type: none"><li>Being a team means supporting each other and working together on a common goal.</li><li>Everyone has rights and responsibilities</li><li>Rewards are positive consequences can be negative</li></ul> <ul style="list-style-type: none"><li>You cannot tell what someone is like by how they look</li><li>The world around us makes us think and believe things about others</li><li>Bullying is when behaviour is constant.</li></ul>
R9	R10	R11	R12	R13	R14	R15	R16		<ul style="list-style-type: none"><li>understand who is in my school community, the roles they play and how</li></ul>	
R17	R18	R19	R20	R21	R22	R23	R24		<ul style="list-style-type: none"><li>understand how democracy works through the School Council</li></ul>	
R25	R26	R27	R28	R29	R30	R31	R32		<ul style="list-style-type: none"><li>understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li></ul>	
H1	H2	H3	H4	H5	H6	H7	H8		<ul style="list-style-type: none"><li>understand how groups come together to make decisions</li></ul>	
H9	H10	H11	H12	H13	H14	H15	H16		<ul style="list-style-type: none"><li>understand how democracy and having a voice benefits the school community</li></ul>	
H17	H18	H19	H20	H21	H22	H23	H24			
H25	H26	H27	H28	H29	H30	H31	H32			
H33	H34	H35								

<u>Getting to know each other</u>	<u>Our nightmare school</u>	<u>Our dream school</u>	<u>Rewards and consequences</u>	<u>Our learning charter</u>	<u>Owning our learning charter</u>	<u>Assessment</u>  <u>Substantive knowledge</u>  Hot task linked to key knowledge.  <u>Disciplinary knowledge</u>  Create a leaflet about BEAMS and the expectations at our school. Mention rewards and consequences.
<ul style="list-style-type: none"> <li>Recognise my worth and can identify positive things about myself and my achievements.</li> <li>Set my personal goals</li> <li>Know how to use my Jigsaw journal</li> </ul>	<ul style="list-style-type: none"> <li>Face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why rules are needed and how they relate to rights and responsibilities.</li> <li>How to make others feel valued.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why rules are needed and how they relate to right and responsibilities.</li> <li>Know how to make others feel valued.</li> </ul>	<ul style="list-style-type: none"> <li>Can make responsible choices and take action.</li> <li>Work cooperatively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Understand my actions affect others and try to see things from their points of view.</li> <li>Choose to follow the Learning Charter.</li> </ul>	
positive, achievements	challenges, emotions	rights, responsibilities	consequences, rewards	cooperatively, responsible	actions, viewpoint	
<u>Families</u>	<u>Family conflict</u>	<u>Witness and feelings</u>	<u>Witness and solutions</u>	<u>Words that harm</u>	<u>Celebrating difference: compliments</u>	<u>Assessment</u>  <u>Substantive knowledge</u>  Hot task linked to key knowledge.  <u>Disciplinary knowledge</u>  Create a poster about conflict and resolving conflict. Include the impact of using hurtful words.
<ul style="list-style-type: none"> <li>Understand that everybody's family is different and important to them.</li> <li>Appreciate my family/ the people who care for me.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that differences and conflicts sometimes happen among family members.</li> <li>Know how to calm myself down and can use the 'solve it together' technique</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant to be a witness to bullying</li> <li>Know some ways of helping to make someone who is bullied feel better.</li> </ul>	<ul style="list-style-type: none"> <li>Know that witnesses can make the situation better or worse by what they do.</li> <li>Can problem solve a bullying situation with others.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some words are used in hurtful ways</li> <li>Try hard not to use hurtful words (e.g. gay, fat)</li> </ul>	<ul style="list-style-type: none"> <li>Explain about a time when my words affected someone's feeling and what the consequences were.</li> <li>Can give and receive compliments and know how this feels.</li> </ul>	
appreciate, guardian	conflict, calm	bullying, witness	problem solve, resolve	hurtful, kind	consequence, compliment	

## PSHE - Year 4

In the first half term, we will think about our role as part of the class and how our attitudes and actions impact on this. We will consider our rights, responsibilities and democracy and how our actions lead to rewards and consequences. We will consider how groups come together to make decisions and how this can benefit the school community. In the second half term, we will learn about what makes us make assumptions based on how people look. We will go on to thinking about bullying and how to spot the signs. We will consider the role of witnesses and how they sometimes join in and sometimes don't.

Curriculum Objective									Prior Knowledge	Disciplinary knowledge	Substantive knowledge								
	R1	R2	R3	R4	R5	R6	R7	R8	<ul style="list-style-type: none"><li>Recognising simple emotions.</li><li>How to make someone feel valued and welcome.</li><li>Know behaviour bring rewards and consequences.</li><li>Know about family support.</li><li>What bullying is and how to problem solve.</li></ul>	<ul style="list-style-type: none"><li>know my attitudes and actions make a difference to the class team</li><li>understand who is in my school community, the roles they play and how</li><li>understand how democracy works through the School Council</li><li>understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them</li><li>understand how groups come together to make decisions</li><li>understand how democracy and having a voice benefits the school community</li></ul>	<ul style="list-style-type: none"><li>Being a team means supporting each other and working together on a common goal.</li><li>Everyone has rights and responsibilities</li><li>Rewards are positive consequences can be negative</li><li>You cannot tell what someone is like by how they look</li><li>The world around us makes us think and believe things about others</li><li>Bullying is when behaviour is constant.</li></ul>								
	R9	R10	R11	R12	R13	R14	R15	R16											
	R17	R18	R19	R20	R21	R22	R23	R24											
	R25	R26	R27	R28	R29	R30	R31	R32											
	H1	H2	H3	H4	H5	H6	H7	H8											
	H9	H10	H11	H12	H13	H14	H15	H16											
	H17	H18	H19	H20	H21	H22	H23	H24											
	H25	H26	H27	H28	H29	H30	H31	H32											
	H33	H34	H35																
<u>Becoming a Class ‘Team’</u> <ul style="list-style-type: none"><li>Know my attitudes and actions make a difference to the class team.</li><li>Know how to use my Jigsaw Journal</li><li>Know how good it feels to be included in a group and understand how it feels to be excluded.</li></ul>									<u>Being a School Citizen</u> <ul style="list-style-type: none"><li>Understand who is in my school community, the roles they play and how I fit in.</li><li>Take on a role in a group and contribute to the overall outcome.</li></ul>		<u>Rights, responsibilities and democracy</u> <ul style="list-style-type: none"><li>Understand how democracy work through the School Council.</li><li>Recognised my contribution to making a Learning Charter for the whole school.</li></ul>		<u>Rewards and consequences</u> <ul style="list-style-type: none"><li>Understand that my actions affect myself and others; I care about other people’s feelings and try to emphasise with them.</li><li>Understand how rewards and consequences motivate peoples behaviour.</li></ul>		<u>Our learning charter</u> <ul style="list-style-type: none"><li>Understand how groups come together to make decisions.</li><li>Take on a role in a group and contribute to the overall outcome.</li></ul>		<u>Owning our learning charter</u> <ul style="list-style-type: none"><li>Understand how democracy and having a voice benefits the school community.</li><li>Understand why our school community benefits from a Learning Charter and can help others to follow it,</li></ul>		<div>Assessment</div> <div>Substantive knowledge</div> <div>Hot task linked to key knowledge.</div> <div>Disciplinary knowledge</div> <div>Create a poster all about the learning charter and being part of the school community.</div>
attitude, actions									community, contribute		democracy, council		empathise, motivate		role, decisions		voice, benefit		
<u>Judging by appearance</u> <ul style="list-style-type: none"><li>Understand that sometimes we make assumptions based on what people look like.</li><li>Try to accept people for who they are.</li></ul>									<u>Understanding influences</u> <ul style="list-style-type: none"><li>Understand what influences me to make assumptions based on how people look.</li><li>Question why I think what I do about people.</li></ul>		<u>Understanding bullying</u> <ul style="list-style-type: none"><li>Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure.</li><li>I know how it might feel to be a witness to and a target of bullying.</li></ul>		<u>Problem-solving</u> <ul style="list-style-type: none"><li>Explain why witnesses sometimes join in with bullying and sometimes don’t tell</li><li>Can problem solve a bullying situation with others</li></ul>		<u>Special me</u> <ul style="list-style-type: none"><li>Identify what is special about me and value the ways in which I am unique</li><li>Like and respect the unique features of my physical appearance.</li></ul>		<u>Celebrating different: how we look</u> <ul style="list-style-type: none"><li>Tell you a time when my first impression of someone changed when I got to know them.</li><li>Explain why is good to accept people for who they are.</li></ul>		<div>Assessment</div> <div>Substantive knowledge</div> <div>Hot task linked to key knowledge.</div> <div>Disciplinary knowledge</div> <div>Make a leaflet informing people of how to recognise bullying, what to do and how to problem solve.</div>
judging, accept									influence, assumptions		bullying, target		witness, problem-solve		value, unique		impression, accept		

## RE - Year 3

In the first half term, we will be exploring the celebration of Divali as part of the Hindu religion. We will be learning to investigate what happens during the festival and whether the celebrations bring a sense of belonging to Hindus. In the second half term, we will be learning about Christmas. We will explore what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.

Curriculum Objective		Disciplinary knowledge	Substantive knowledge	
<p>Divali - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Christmas - Has Christmas lost its true meaning?</p>		<ul style="list-style-type: none"> <li>compare the experience of participating in a religious festival or celebration around the world</li> <li>reflect and share how religious celebrations and rituals have an impact on the community</li> <li>identify the stories celebrated at festivals</li> <li>explain the meaning behind the celebration of festivals and rituals of different faiths</li> </ul>	<ul style="list-style-type: none"> <li>There are an array of groups which bring a sense of belonging.</li> <li>Good wins over evil in the story of Rama and Sita.</li> <li>Celebrating Divali shows a commitment to God.</li> <li>People celebrate at home and in the temple.</li> <li>Divali commemorates Rama's return to the city.</li> <li>Praying to Lakshmi represents good fortune and wisdom for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Christmas is a celebration that means different things to different people.</li> <li>There are many items that people associate with Christmas.</li> <li>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to Earth to help people.</li> <li>There are many non-Christian aspects of Christmas.</li> </ul>
Sequence of learning				
<u>Engagement (1 lesson)</u> <ul style="list-style-type: none"> <li>Create a group that have the same beliefs (e.g. all dogs should have good homes).</li> <li>Create a name, identity, logo and decide the three most important things for their new group to do to achieve their goal.</li> <li>Do children gain a sense of belonging because they are united in a mission?</li> <li>Can they agree on what is right and wrong? how would you celebrate together? Do you feel a sense of belonging?</li> </ul>	<u>Investigation (3 lessons)</u> <ul style="list-style-type: none"> <li>Read the story of Rama and Sita, drawing out the theme of Good vs Evil.</li> <li>Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible.</li> <li>Explore Divali and what it means to Hindus.</li> </ul>	<u>Evaluation (1 lesson)</u> <ul style="list-style-type: none"> <li>Why do Hindus celebrate Divali?</li> <li>Discuss how it would feel celebrating Divali at home and in the community and how this would bring feeling of belonging to a Hindu child.</li> <li>Children have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali.</li> </ul>	<u>Expression (1 lesson)</u> <ul style="list-style-type: none"> <li>Circle time for the whole class to discuss their sense of belonging and identity, sharing what they have in common, their goals for the year.</li> <li>Would they like an owl on their class logo?</li> </ul>	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Create a video explaining what happens during the festival of Divali and how the celebration brings a sense of belonging to Hindus.</p>
<u>Engagement (1 lesson)</u> <ul style="list-style-type: none"> <li>Share Christmas experiences.</li> <li>Listen to Huey the Owls Christmas experience.</li> <li>Freeze frame their Christmas experiences.</li> <li>What does Christmas mean to us?</li> <li>Why is Christmas meaningful to me or not?</li> </ul>	<u>Investigation (3 lessons)</u> <ul style="list-style-type: none"> <li>Explore a range of Christmas items and discuss what it is and what it means for Christmas.</li> <li>What is Christmas a celebration of?</li> <li>Read the Christmas story and discuss the importance of the different characters.</li> </ul>	<u>Evaluation (1 lesson)</u> <ul style="list-style-type: none"> <li>What is the true meaning of Christmas to Christians?</li> <li>Sort religious and non-religious words, pictures and objects. Some objects may be in both piles.</li> <li>Do I think Christmas has lost it's true meaning?</li> </ul>	<u>Expression (1 lesson)</u> <ul style="list-style-type: none"> <li>If you could give the world one gift at Christmas to make it a better place, what would it be?</li> <li>Make, draw or design their gift to the world.</li> <li>Write a poem or explanation as to why they want to give this and the difference it will make.</li> </ul>	



## RE - Year 4

In the first half term, we will be exploring the beliefs and practices of Judaism. We will be learning to understand the special relationship between Jews and God and the promises they make to each other. In the second half term, we will be look at Christianity and learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

Curriculum Objective		Disciplinary knowledge		Substantive knowledge	
The life of the Buddha - Is it possible for everyone to be happy?		<ul style="list-style-type: none"> <li>identify key events in the lives of faith founders and their impact on those around them</li> <li>explain the relevance of different faith founders for their followers today</li> <li>explain the significance of the key teachings of faith founders for faith members</li> <li>describe the teachings of key religious figures, identifying some similarities and differences</li> <li>reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul>		<ul style="list-style-type: none"> <li>Trust is essential for a relationship.</li> <li>Jews believe that there is one God who not only created the world, but whom every Jew can have a personal and individual relationships.</li> <li>God made a special promise that he would look after Abraham and all his descendants</li> </ul>	<ul style="list-style-type: none"> <li>A symbol is a picture or letter than carries meaning or purpose.</li> <li>The symbols of Christmas are the cross, advent, the star etc.</li> <li>The nativity story is the story of Jesus' birth.</li> <li>The Christingle is a service at the church to celebrate the life of Jsus.</li> </ul>
<u>Engagement (1 lesson)</u> <ul style="list-style-type: none"> <li>Explore what a school/class charter is.</li> <li>Discuss the agreements they have made.</li> <li>What do you expect when you make an agreement? Is there trust involved?</li> <li>Have you broken an agreement? What were the consequences?</li> <li>Have you got relationships where there is trust that doesn't need an agreement or contract?</li> </ul>		<u>Investigation (3 lessons)</u> <ul style="list-style-type: none"> <li>Jews believe that there is one God who not only created the world, but whom every Jew can have a personal and individual relationships.</li> <li>Tell the covenant story of Abraham as told in the Book of Genesis.</li> <li>God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son.</li> </ul>	<u>Evaluation (1 lesson)</u> <ul style="list-style-type: none"> <li>How special is the relationship Jews have with God? How do you know this?</li> <li>Write a conversation between themselves and a Jewish child and ask and answer key questions in speech bubbles.</li> <li>Write a sentence about how easy/difficult they think it would be for Jews to live up to their special covenant with God.</li> </ul>	<u>Expression (1 lesson)</u> <ul style="list-style-type: none"> <li>Recap the Jewish affirmation using the Shema.</li> <li>Discuss and affirmation being a positive statement and use the example of a marriage vow.</li> <li>Write their own affirmation about their relationship with somebody special to them and possibly hang on a tree.</li> </ul>	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p>
<u>Engagement (1 lesson)</u> <ul style="list-style-type: none"> <li>Look at a selection of symbols that mean something that stands for something else (M for McDonalds).</li> <li>Explain that some symbols are universal and others are cultural so may no be recognised worldwide.</li> <li>Ensure that children understand that a symbol is a picture that stands for something else. Design a symbol that represents something interesting about them.</li> </ul>		<u>Investigation (3 lessons)</u> <ul style="list-style-type: none"> <li>Discuss how some of these symbols signify the Christian meaning of Christmas.</li> <li>Read the Christmas story and discuss how there are important symbols.</li> <li>What are the symbols and what meaning do they have?</li> <li>Introduce the meaning of incarnation.</li> </ul>	<u>Evaluation (1 lesson)</u> <ul style="list-style-type: none"> <li>What is the most significant part of the Nativity story for Christians today?</li> <li>Design c Christmas tree decoration which symbolises what Christmas means to Christians.</li> <li>What is the most significant part of the Nativity story for you?</li> </ul>	<u>Expression (1 lesson)</u> <ul style="list-style-type: none"> <li>Recap on the meaning of the Christingle and design their own Christingle.</li> <li>Think about what Christmas means to them.</li> <li>Children to share their personal Christingles.</li> </ul>	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p>



French - Year 3						
Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge	
<p><b>NC1:</b> I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p><b>NC2:</b> I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>NC3:</b> I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>NC4:</b> I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>NC7:</b> I can read carefully and show understanding of words, phrases and simple writing.</p> <p><b>NC8:</b> I can appreciate stories, songs, poems and rhymes in the language.</p>		<ul style="list-style-type: none"><li>Greetings</li><li>Numbers to 20</li><li>Colours</li><li>Animals</li><li>Days of the week</li><li>Parts of the body</li><li>Animals</li><li>Food</li></ul>	<p><u>Playtime</u></p> <ul style="list-style-type: none"><li>le chien            the dog</li><li>Sautez!            Jump!</li><li>un ballon           a ball</li><li>jouer au foot      to play football</li><li>les jeux vidéo    video games</li><li>un garçon          a boy</li></ul> <p><u>My Home</u></p> <ul style="list-style-type: none"><li>une maison       a house</li><li>une chambre      a bedroom</li><li>un lit               a bed</li><li>un évier               a sink</li><li>Je prends le petit déjeuner.      I have breakfast.</li><li>ses amis               his friends</li></ul>		<ul style="list-style-type: none"><li>Be able to read out loud basic phrases.</li><li>Use phonic knowledge to read words.</li><li>Read and understand words and phrases written down.</li><li>Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour.</li><li>Understand standard language (sometimes asking for words or phrases to be repeated).</li><li>Ask simple conversational questions and respond appropriately.</li><li>Pronounce common words consistently using accurate attempts.</li><li>Identify countries and communities where the language is spoken.</li><li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li><li>Show awareness of the social conventions when speaking to someone.</li></ul>	
<ul style="list-style-type: none"><li>Hello</li></ul> <p><u>Vocabulary</u></p> <p>Bonjour (hello) Au revoir (goodbye) Salut (hi) Bonsoir (good evening) A bientôt (see you soon) Monsieur (sir) Madame (madame)</p>	<ul style="list-style-type: none"><li>How are you?</li></ul> <p><u>Vocabulary</u></p> <p>Tres bien (very well) Bien (well) Comme ci, comme sa (so-so) Mal (not well) Merci (thanks) Et toi? (and you?)</p>	<ul style="list-style-type: none"><li>What is your name?</li></ul> <p><u>Vocabulary</u></p> <p>Aurélie Élodie Camille Lucas Gabriel Raphaël Children to practise own names</p>	<ul style="list-style-type: none"><li>How old are you?</li></ul> <p><u>Vocabulary</u></p> <p>Un (1)    Deux (2) Trois (3)    quatre (4) Cinq (5)    six (6) Sept (7)    huit (8) Neuf (9)    dix (10)</p>	<ul style="list-style-type: none"><li>My family</li></ul> <p><u>Vocabulary</u></p> <p>ma mère (my mother) Mon père (my father) ma sœur (my sister) Mon frère (my brother) ma grand-mère (my grandmother) Mon grand-père (my grand-father)</p>	<ul style="list-style-type: none"><li>My fantastic family</li></ul> <p><u>Vocabulary</u></p> <p>Tout le monde (everyone) Voici (here is) J'aime (I like) Inventer des histoires (to make up stories)</p>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Oral task</p>
<ul style="list-style-type: none"><li>Hello Mrs Monday</li></ul> <p><u>Vocabulary</u></p> <p>Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday) Danser (to dance)</p>	<ul style="list-style-type: none"><li>Colours</li></ul> <p><u>Vocabulary</u></p> <p>Rouge (red)    vert (green) Blanc (white)    bleu (blue) Jaune (yellow)    noir (black) Rose (pink)    violet (purple) Orange (orange)</p>	<ul style="list-style-type: none"><li>Lets count up to 20</li></ul> <p><u>Vocabulary</u></p> <p>Onze (11)    douze (12) Treize (13)    quatorze (14) Quinze (15)    seize (16) Dix-sept (17)    dix-huit (18) Dix-neuf (19)    vingt (20)</p>	<ul style="list-style-type: none"><li>Countries</li></ul> <p><u>Vocabulary</u></p> <p>La Chine (China) L'Angleterre (England) La France (France) L'Inde (India) L'Irlande (Ireland) Le Pakistan (Pakistan) La Pologne (Poland) L'Ecosse (Scotland) Le pays de Galles (Wales)</p>	<ul style="list-style-type: none"><li>I like</li></ul> <p><u>Vocabulary</u></p> <p>J'aime (I like) Je n'aime pas (I don't like) Oui (yes)    non (no) Le chocolat (the chocolate) La musique (the music) Les biscuits (the biscuits) Le tennis (the tennis)</p>	<ul style="list-style-type: none"><li>Nicolas the monster</li></ul> <p><u>Vocabulary</u></p> <p>Un monster (a monster) Un hamster (a hamster) Un robot (a robot) Un train (a train) Un vampire (a vampire) Je mange (I eat) Malade (ill)</p>	

French - Year 4						
Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge	
<p><b>NC1:</b> I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p><b>NC2:</b> I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>NC3:</b> I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>NC4:</b> I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>NC7:</b> I can read carefully and show understanding of words, phrases and simple writing.</p> <p><b>NC8:</b> I can appreciate stories, songs, poems and rhymes in the language.</p>		<ul style="list-style-type: none"><li>Greetings</li><li>Numbers to 20</li><li>Colours</li><li>Animals</li><li>Days of the week</li><li>Parts of the body</li><li>Animals</li><li>Food</li></ul>	<p><u>Playtime</u></p> <ul style="list-style-type: none"><li>le chien the dog</li><li>Sautez! Jump!</li><li>un ballon a ball</li><li>jouer au foot to play football</li><li>les jeux vidéo video games</li><li>un garçon a boy</li></ul> <p><u>My Home</u></p> <ul style="list-style-type: none"><li>une maison a house</li><li>une chambre a bedroom</li><li>un lit a bed</li><li>un évier a sink</li><li>Je prends le petit déjeuner. I have breakfast.</li><li>ses amis his friends</li></ul>		<ul style="list-style-type: none"><li>Be able to read out loud basic phrases.</li><li>Use phonic knowledge to read words.</li><li>Read and understand words and phrases written down.</li><li>Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour.</li><li>Understand standard language (sometimes asking for words or phrases to be repeated).</li><li>Ask simple conversational questions and respond appropriately.</li><li>Pronounce common words consistently using accurate attempts.</li><li>Identify countries and communities where the language is spoken.</li><li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li><li>Show awareness of the social conventions when speaking to someone.</li></ul>	
<ul style="list-style-type: none"><li>The farmer and his meadow</li></ul> <p><u>Vocabulary</u></p> <p>Le fermier (the farmer)</p> <p>Le pre (the meadow)</p> <p>La femme (the wife)</p> <p>L'enfant (the child)</p> <p>Le chien (the dog)</p> <p>Le chat (the cat)</p> <p>La souris (the mouse)</p> <p>Le fromage (the cheese)</p>	<ul style="list-style-type: none"><li>Simon says</li></ul> <p><u>Vocabulary</u></p> <p>Sautez! (jump!)</p> <p>Touchez le nez! (touch your nose!)</p> <p>Touchez la tete! (Touch your head!)</p> <p>Ditez 'bonjour'! (say hello!)</p> <p>Ditez 'au revior' (say goodbye)</p> <p>Frappez dans les mains! (Clap your hands!)</p>	<ul style="list-style-type: none"><li>I play</li></ul> <p><u>Vocabulary</u></p> <p>Un ballon (a ball)</p> <p>Une corde a sauter (a skipping rope)</p> <p>Un velo (a bicycle)</p> <p>Une trottinette (a scooter)</p> <p>Une balançoire (a swing)</p> <p>Un toboggan (a slide)</p> <p>Une bascule (a seesaw)</p> <p>Un tourniquet (a roundabout)</p>	<ul style="list-style-type: none"><li>In the play ground</li></ul> <p><u>Vocabulary</u></p> <p>Jouer a chat (to play tag)</p> <p>Jouer au foot (to play football)</p> <p>Jouer a la balle (To play catch)</p> <p>Jouer a la theque (to play rounders)</p> <p>Sauter a la corde (to skip)</p> <p>Faire la course (to race)</p> <p>Jouer a cache-cache (to play hide and seek)</p> <p>Jouer aux jeux de mains (to play clapping games)</p>	<ul style="list-style-type: none"><li>What do you like to play?</li></ul> <p><u>Vocabulary</u></p> <p>Les jeux de societe (board games)</p> <p>Les jeux video (video games)</p> <p>Dans le pre (in the meadow)</p> <p>A l'interieur (inside)</p> <p>Dehors (outside)</p> <p>Dans la cour (in the playground)</p>	<ul style="list-style-type: none"><li>Luc the dreamer</li></ul> <p><u>Vocabulary</u></p> <p>Un garçon (a boy)</p> <p>Ce soir (tonight)</p> <p>Occupe (busy)</p> <p>ennuyeux (boring)</p> <p>ecrire (to write)</p>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary knowledge</u></p> <p>Oral task</p>
<ul style="list-style-type: none"><li>Where do you live</li></ul> <p><u>Vocabulary</u></p> <p>Une maison (a house)</p> <p>Un appartement (a flat)</p> <p>Un village (a village)</p> <p>Une ville (a town)</p> <p>Une grande ville (a city)</p> <p>Une chaumiere (a cottage)</p> <p>Une ferme (a farm)</p> <p>Les bois (the woods)</p>	<ul style="list-style-type: none"><li>Your home</li></ul> <p><u>Vocabulary</u></p> <p>Une cahmbre (a bedroom)</p> <p>Une salle de bains (a bathroom)</p> <p>Un salon (a living room)</p> <p>Une salle a manger (a dinning room)</p> <p>Une cuisine (a kitchen)</p> <p>Un jardin (a garden)</p> <p>Un balcon (a balcony)</p> <p>Le rez-de-chaussee (the ground floor)</p> <p>Le premier etage (the first floor)</p>	<ul style="list-style-type: none"><li>Your bedroom</li></ul> <p><u>Vocabulary</u></p> <p>Un lit (a bed)</p> <p>Une chaise (a chair)</p> <p>Une table (a table)</p> <p>Une commode (a chest of draws)</p> <p>Une armoire (a wardrobe)</p> <p>Une lampe (a light)</p> <p>Une television (a television)</p> <p>Des rideaux (curtains)</p> <p>Une moquette (a carpet)</p>	<ul style="list-style-type: none"><li>The kitchen</li></ul> <p><u>Vocabulary</u></p> <p>Une fenetre (a window)</p> <p>Une porte (a door)</p> <p>Une poubelle (a bin)</p> <p>Un four (an over)</p> <p>Une bouilloire (a kettle)</p> <p>Un grille-pain (a toaster)</p> <p>Un evier (a sink)</p> <p>Un lave-vaisselle (a dishwasher)</p>	<ul style="list-style-type: none"><li>Daily routine</li></ul> <p><u>Vocabulary</u></p> <p>Je me leve (I get up)</p> <p>Je me douche (I shower)</p> <p>Je prends le petit dejeuner (I have breakfast)</p> <p>Je vais a l'ecole (I go to school)</p> <p>Je prends le dejeuner (I have lunch)</p> <p>Je rentrer chez moi (I go home)</p> <p>Je prends un gouter (a I have an afternoon snack)</p> <p>Je dine (I have dinner)</p> <p>Je me couche (I go to bed)</p>	<ul style="list-style-type: none"><li>Garon the giant</li></ul> <p><u>Vocabulary</u></p> <p>Un chateau (a castle)</p> <p>Un nain (a gnome)</p> <p>Tout le monde (everyone)</p> <p>Ses amis (his friends)</p> <p>Faire une fete (to have a party)</p> <p>S'effondrer (to fall down)</p>	

### Computing - Year 3

As Computer technologists, we will use iPads and Lego to create stop motion animations. We will prepare our scenes before filming commences. We will explore how to move the Lego pieces in small movements to make a video with 120 frames. We will use Word Swag to create a simple opening graphic and credits for the animation. We will merge the animation, opening graphics and credits to the app iMovie. Through editing, we will add transitions in between the graphics and animation. We will export our finished piece to the camera roll to be able to share.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge	
<p>NC6: To 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.</p>		<ul style="list-style-type: none"><li>Combine text and images to create a video presentation.</li><li>Type words correctly using a keyboard.</li><li>Edit video content to improve it.</li><li>Collect images by capturing screenshots and editing them.</li><li>Present information on a topic using images, text boxes and voice recordings.</li><li>Create an animation with moving characters and voice recordings.</li></ul>	<ul style="list-style-type: none"><li>Take a series of pictures and combine them to form an animation.</li><li>Create an animation with mixing character/objects keeping the camera steady using 'onion skinning'.</li><li>Add text, graphics and sound effects to improve an animation using editing tools.</li><li>Create and edit an animation by combination text, images and music, Edit digital content to improve it according to feedback.</li><li>Plan a simple animation using a storyboard.</li></ul>		<ul style="list-style-type: none"><li>Animations require lots of small movements merged together.</li><li></li></ul>	
<u>Animation Testing</u>	<u>Graphics</u>					<p><u>Substantive</u></p> <p>Hot task linked to key knowledge.</p> <p><u>Disciplinary</u></p> <p>Record a video explanation to share with partner class as a step by step guide on the steps needed to make an animation.</p>
<u>Animation 1</u>	<u>Final Edits 1</u>	<u>Moving Lego characters</u>	<u>Animation 2</u>	<u>Graphics 2</u>	<u>Final Edits 2</u>	
onion skinning, animation	programming, persistence	debugging, bugs	repeats, selections	logical thinking, problem solving	GIF	

## Computing - Year 4

This programming project builds on the basic programming skills developed in the Programming: Getting Started project in Key Stage 1. We will need to be persistent and resilient as we progress through this project developing their computational thinking, including problem solving and logical thinking skills

Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge	
<p><b>NC1:</b> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>NC2:</b> To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p><b>NC3:</b> To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>		<ul style="list-style-type: none"><li>Combine text (fonts, colours, backgrounds, speech bubbles), images, voice recordings and videos to create a digital book.</li><li>Create and edit a video/animation by combining text, images and music.</li><li>Combine words and images to create word art.</li><li>Combine images and text for different effects.</li></ul>	<ul style="list-style-type: none"><li>Write programs that accomplish specific goals.</li><li>Use logical reason to write simple algorithms</li><li>Debug programs so they run correctly.</li><li>Create program that include repeat commands</li><li>Use selection in algorithms and programs.</li></ul>		<ul style="list-style-type: none"><li>Algorithms need to be written precisely otherwise the program will not run correctly.</li><li>Programmers require good problem solving skills as finding solutions can take a lot of patience.</li><li>A programmer’s job is to look for solutions to solve problem that face and to correct these errors (debugging)</li><li>Selections add flexibility to an algorithm to allow a user to interact with a program.</li><li>As algorithms get longer, repeat (loops) commands can be use to make the algorithms more efficient.</li><li>A GIF is a computer file that is used on the internet for sending moving images.</li></ul>	
<u>Algorithms to draw robots</u>	<u>Robot dance</u>  <u>Programming front cover</u>	<u>Debugging</u>	<u>Repeats (loops)</u>  <u>Selections (events)</u>	<u>Level design</u>  <u>Efficient algorithms</u>	<u>Gifs, Emojify and Dance</u>	<p><b><u>Substantive</u></b></p> <p>Hot task linked to key knowledge.</p> <p><b><u>Disciplinary</u></b></p> <p>Record a video explanation to share with partner class as a step by step guide on the steps needed to make an animation.</p>
algorithm, precise	programming, persistence	debugging, bugs	repeats, selections	logical thinking, problem solving	GIF	