



# Rule Britannia



Grab your Spear!  
Year 3/4

Spring 2024

## History

As Historians, we will learn about the changes in Britain throughout the Stone Age. We will learn about the way of life for people in the Stone Age, including; what they ate, what they wore, where they lived and how they lived. We will look at a range of evidence from the past so that we know what happened. We will write about the past by using evidence.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<b>NC1:</b> Changes in Britain from the Stone Age to the Iron Age		<p><b>Year 3</b> will know:</p> <ul style="list-style-type: none"> <li>The Monarch was James V in 1666 (Great fire of London).</li> <li>How to place events in chronological order.</li> <li>Queen Elizabeth II was our Queen</li> <li>King Charles III is our current King</li> </ul> <p><b>Year 4</b> will know:</p> <ul style="list-style-type: none"> <li>How to arrange events in chronological order</li> <li>The impact Anglo-Saxons had on Britain and what legacy they left.</li> </ul>	<ul style="list-style-type: none"> <li>Handle and use Primary and Secondary sources and make comparisons to find out information about the past</li> <li>Begin to evaluate the usefulness of sources</li> <li>Read given key dates and information to create a timeline (Yr3)</li> <li>Read given sources and information to find events and place on at timeline (Yr4)</li> <li>Ask and answer questions to develop understanding of changes in history and the significance on Britain</li> <li>When studying a period of time, look at how this relates to modern day Britain</li> <li>Describe life in Britain from Stone age</li> </ul>	<ul style="list-style-type: none"> <li>The Paleolithic period began in 2,000,000 BC</li> <li>The Mesolithic period began in 10,000 BC</li> <li>The Neolithic period began 4000 BC</li> <li>People living during the Stone Age would use animals for food, clothing, tools and weapons</li> <li>Stonehenge is a prehistoric monument</li> <li>The Bronze age began in 2000 BC</li> </ul>
Sequence of Learning				
<u>Life in the Paleolithic and Mesolithic</u> <ul style="list-style-type: none"> <li>Look at what life was like in Paleolithic and Mesolithic times.</li> <li>Look at how life was different and why</li> <li>Investigate a range of artefacts and interpret these artefacts thinking about what this tells us about this period of history</li> </ul>	<u>Life in Neolithic times</u> <ul style="list-style-type: none"> <li>Why did people set up farms in Neolithic age?</li> <li>People began to plant seeds together to grow crops and harvest which meant that food was easier to come by</li> <li>Neolithic people captured animals and treat them well meaning many became domesticated.</li> <li>How can the Stone Age still be seen in Britain today?</li> </ul>	<u>Timeline of Stone Age</u> <ul style="list-style-type: none"> <li>Create a timeline showing key events throughout the period of Stone Age to Iron Age -</li> <li>200,000,000 BC Paleolithic age began</li> <li>10,000BC Mesolithic age began</li> <li>4500BC Farming introduced</li> <li>4000BC Neolithic age began</li> <li>3000BC - Stonehenge built</li> <li>2000BC - Bronze age began</li> </ul>		<u>Substantive Assessment</u>  Kahoot quiz to test substantive knowledge  <u>Disciplinary Assessment</u>  Create an oral re-telling of the key events of the Stone Age
Paleolithic, Mesolithic	Neolithic, agriculture	Prehistoric, monument		

## Geography

As geographers, we will identify the physical and human features of significant places known to have been key settlements at this time. We will discover the reasons for them being used as settlements and how the land was used. We will use a range of sources to locate these places including maps, atlases and digital maps and we will use topographical maps to help u locate a range of key topographical features.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC2:</b> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>NC5b:</b> 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>NC6:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>Year 3</b> will know:</p> <ul style="list-style-type: none"> <li>The location of Britain on a map</li> <li>The countries that make up the United Kingdom</li> <li>The seas surrounding the UK.</li> </ul> <p><b>Year 4</b> will know:</p> <ul style="list-style-type: none"> <li>About Anglo Saxon settlements</li> <li>Why settlement locations were chosen</li> <li>About the key resources that made a location appealing for a settlement</li> </ul>	<ul style="list-style-type: none"> <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> <li>Ask and answer geographical questions about the physical and human characteristics of a location being studied</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>	<ul style="list-style-type: none"> <li>Britain was connected to Europe by a piece of land called Doggerland</li> <li>Doggerland flooded and disappeared into the sea</li> <li>People built their settlements near food sources such as rivers</li> <li>Berries and plants were a natural resource which made up part of their diet</li> <li>Stonehenge is in Wiltshire, England</li> <li>Skara Brae is in Orkney off the coast of Scotland</li> </ul>
Sequence of Learning				
<p><u>Paleolithic and Mesolithic settlements</u></p> <ul style="list-style-type: none"> <li>Look at a range of artefacts and what they tell us about the <b>settlement</b> of Mesolithic people</li> <li>What <b>resources</b> would they have had in their environment to create these 'now artefacts?'</li> <li>Investigate how Britain was connected to <b>Europe</b> by a piece of land called '<b>Doggerland</b>'</li> <li>Look at how Doggerland flooded with water and disappeared into the sea - what does this suggest about the climate?</li> <li>Compare Paleolithic and Mesolithic pictures - look at a range of similarities and differences</li> </ul>	<p><u>Food sources in Paleolithic, Mesolithic and Neolithic ages</u></p> <ul style="list-style-type: none"> <li>Look at range of food sources in each age</li> <li>How did the resources around the people change during each period?</li> <li>How did this change how they cooked food? Fire</li> <li>How did settlements have an influence on farming?</li> </ul>	<p><u>Stonehenge and Skara Brae</u></p> <ul style="list-style-type: none"> <li>Stonehenge is situated on the Salisbury plain in the county of Wiltshire in England.</li> <li>Stonehenge is a human feature - Stonehenge attracts many visitors every year to sightsee, worship, history and relaxation (contemplation)</li> <li>Some of the stones used came from Wales -The stones had to be floated along the river and then dragged with ropes by men and oxen</li> <li>Orkney is a group of islands, off the north coast of Scotland, in the North Sea - Orkney is made up of 70 islands</li> <li>Skara Brae is a very old Stone Age village on the largest island of Orkney</li> <li>It is possible to see what life was like in the village due to the excavation and restoration</li> <li>Many people visit Skara Brae every year to understand about the way of life in the Stone Age as the settlement is well preserved</li> <li>Stone Age settlers would have used the land for farming -The farming included growing crops and rearing cattle and sheep</li> </ul>		<p><u>Substantive Assessment</u></p> <p>Children complete a hot task</p> <p><u>Disciplinary Assessment</u></p> <p>Children create a drawing of what a settlement would have looked like during each phase of the Stone Age including resources</p>
Doggerland, settlement	Vegetation, terrain	Stonehenge, Skara Brae		



## Art

As artists, children will create their own piece of abstract art, with a focus on drawing and sculpture. Firstly, children will create a mood board, with a focus on sketches and sculptures created by Miro and Barbara Hepworth, annotating features they would like to recreate and recognising their own personal opinions regarding the artwork. Then, using salt dough, children will learn the techniques to create a small sculpture inspired by Miro and Barbara Hepworth, focusing on creating a smooth surface and an element of space within the sculpture. Children will discover how the importance of using sketches and drawings to build their awareness of negative space and shape. Children will then sketch their own designs for their own sculptures, ready to create their own individual sculptures from clay.

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 drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>NC3:</b> about great artists, architects and designers in history.</p>		<p>Children will know:</p> <ul style="list-style-type: none"><li>How to create texture and shape using playdough</li><li>How to mould, shape, cut, roll and join using clay</li><li>How to use a range of materials, such as rolled up paper, straw, cards and clay to create a sculpture</li><li>How to combine shape to create sculptures</li></ul>	<ul style="list-style-type: none"><li>Make sculptures using mouldable materials</li><li>Create and combine shapes</li><li>Use tools to carve patterns</li></ul>	<ul style="list-style-type: none"><li>Joan Miro was a Spanish sculptor</li><li>Jocelyn Barbara Hepworth was a British sculptor</li><li>Modernism was a movement in the late 19th and early 20th century</li></ul>
Sequence of Learning				
<p><b><u>Mood board and techniques</u></b></p> <ul style="list-style-type: none"><li>Give children a range of images - children to explore and discuss</li><li>Children create a mood board of images, colours and shapes they like/dislike - annotate</li></ul> <p><b><u>Replication of research</u></b></p> <ul style="list-style-type: none"><li>Children will use salt dough to re-create an image by Miro or Hepworth</li></ul>	<p><b><u>Sketching</u></b></p> <ul style="list-style-type: none"><li>Children to sketch their own idea for their final piece making note of textures and how they will create this on their final piece</li></ul>	<p><b><u>Creation</u></b></p> <ul style="list-style-type: none"><li>Children to use clay to create their final piece using tools to create textures. Children to allow to dry and add colour using paint.</li><li>Evaluate our final pieces</li></ul>		<p><b><u>Substantive Assessment</u></b></p> <p>Children to answer hot task questions</p> <p><b><u>Disciplinary Assessment</u></b></p> <p>Children describe ow they have created their final piece</p>
Sculpture, modernism	Space, shape	Texture, evaluate		



## DT

As designers, children will learn a range of joining, strengthening and sewing techniques,. Children will practise these techniques on a range of materials.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>NC1:</b> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><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 designs.</p> <p><b>NC3:</b> To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p><b>NC4:</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>		<p><u>Children will know:</u></p> <ul style="list-style-type: none"> <li>How to join textiles using glue</li> <li>How to design and decorate textiles using techniques such as dyeing, adding sequins or printing</li> <li>How to use a template to shape textiles</li> <li>How to use a running stitch</li> <li>How to shape a textile using their own design</li> </ul>	<ul style="list-style-type: none"> <li>Join textiles with appropriate stitching</li> <li>Understood the need for a seam allowance</li> <li>Select appropriate techniques to add decoration and detail</li> </ul>	<ul style="list-style-type: none"> <li>The basting stitch is a long, loose stitch</li> <li>The running stitch is a basic stitch where a needle is passed through a fabric at regular intervals</li> <li>The whipstitch is a simple sewing stitch using overcast stitches</li> </ul>
Sequence of Learning				
<p><u>Stitches—basting</u></p> <ul style="list-style-type: none"> <li>Children learn to thread a large eyed needle—knot the thread at the eye and double knot at the end of the thread</li> <li>Children to be shown examples of how baste is to join fabric together with long removable stitches</li> <li>Children to observe, discuss and complete basting stitch on a piece of aida.</li> </ul>	<p><u>Stitches—running</u></p> <ul style="list-style-type: none"> <li>Children learn to thread a large eyed needle—knot the thread at the eye and double knot at the end of the thread</li> <li>Children to be shown how running stitch is to join fabric together with long removable stitches</li> <li>Children to observe, discuss and complete running stitch on a piece of aida.</li> </ul>	<p><u>Stitches—whipstitch</u></p> <ul style="list-style-type: none"> <li>Children to learn to thread a smaller eyed needle, explain the point of the needle needs to be sharper to go through two pieces of material —knot the thread at the eye and double knot at the end of the thread</li> <li>Children to be shown examples of whipstitch and how o whipstitch is to join two pieces of fabric together.</li> <li>Children to observe, discuss and complete whipstitch stitch on two pieces of material.</li> </ul>		<p><u>Substantive Assessment</u></p> <p>Matching quiz on definition and picture of stitch</p> <p><u>Disciplinary Assessment</u></p> <p>To create a mood board showing a range of named stitches and describe how each stitch was made</p>
Thread, stitch	Running, basting	Whipstitch, evaluate		

## Music - Year 3

As musicians we will be thinking about the question, 'How Does Music Make the World a Better Place?' in the first half of the term and in the second half of the term we will think about the question, 'How Does Music Help Us Get to Know Our Community?' We will talk about a range of music including pop, ballad, musicals, rock and soul and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

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><b>Year 3</b> 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><b>Year 3</b> 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>		<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>
<ul style="list-style-type: none"><li>Your imagination (part 1)</li></ul>	<ul style="list-style-type: none"><li>Your imagination part 2)</li></ul>	<ul style="list-style-type: none"><li>You’re a shining star (part 1)</li></ul>	<ul style="list-style-type: none"><li>You’re a shining star (part 2)</li></ul>	<ul style="list-style-type: none"><li>Music makes the world go round</li></ul>	<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>
Instrumental or vocal / tonality	Time signatures / structure and form	Dynamics / articulation	Texture / musical style	Beat or pulse	
<ul style="list-style-type: none"><li>Friendship song (part 1)</li></ul>	<ul style="list-style-type: none"><li>Friendship song (part 2)</li></ul>	<ul style="list-style-type: none"><li>Family (part 1)</li></ul>	<ul style="list-style-type: none"><li>Family (part 1)</li></ul>	<ul style="list-style-type: none"><li>Come on over</li></ul>	<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>
Tonality / tempo	Articulation / melody	Rhythm / texture	Musical style / structure and form	Dynamics	

## Music - Year 4

As musicians we will be thinking about the question, 'How Does Music Improve Our World?' in the first half of the term and in the second half of the term we will think about the question, 'How Does Music Teach Us About Our Community?' We will talk about a range of music including disco, folk, 20th and 21st century orchestral, contemporary R&B, jazz and rock and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

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><b>Year 4</b> 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><b>Year 4</b> 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>		<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>
<ul style="list-style-type: none"><li>Bring us together (part 1)</li></ul>	<ul style="list-style-type: none"><li>Bring us together (part 2)</li></ul>	<ul style="list-style-type: none"><li>Old Joe Clark (part 1)</li></ul>	<ul style="list-style-type: none"><li>Old Joe Clark (part 2)</li></ul>	<ul style="list-style-type: none"><li>Dance with me</li></ul>	<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>
Beat or pulse / time signatures	Tempo / melody	Texture / instrumental or vocal	Tonality / dynamics	Rhythm / musical style	
<ul style="list-style-type: none"><li>Let your spirit fly (part 1)</li></ul>	<ul style="list-style-type: none"><li>Let your spirit fly (part 2)</li></ul>	<ul style="list-style-type: none"><li>Frère Jacques (Part 1)</li></ul>	<ul style="list-style-type: none"><li>Frère Jacques (Part 2)</li></ul>	<ul style="list-style-type: none"><li>The other side of the moon</li></ul>	<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>
Articulation / time signatures	Tempo / tonality	Texture / musical style	Melody / dynamics	Rhythm	



## PSHE - Year 3

Dreams and Goals

Healthy Me

Curriculum Objective								Prior Knowledge	Disciplinary knowledge	Substantive knowledge																																																																								
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<ul style="list-style-type: none"><li>Keep trying even when it is difficult</li><li>My Dreams and Ambitions</li><li>I can identify a dream/ambition that is important to me</li><li>I can imagine how I will feel when I achieve my dream/ambition</li></ul>		<ul style="list-style-type: none"><li>Work well with a partner or in a group</li><li>A New Challenge</li><li>I enjoy facing new learning challenges and working out the best ways for me to achieve them</li><li>I can break down a goal into a number of steps and know how others could help me to achieve it</li></ul>		<ul style="list-style-type: none"><li>Have a positive attitude</li><li>Our New Challenge</li><li>I am motivated and enthusiastic about achieving our new challenge</li><li>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</li></ul>		<ul style="list-style-type: none"><li>Help others to achieve their goals</li><li>Our New Challenge - Overcoming Obstacles</li><li>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li><li>I can manage the feelings of frustration that may arise when obstacles occur</li></ul>		<ul style="list-style-type: none"><li>Are working hard to achieve their own dreams and goals</li><li>Celebrating My Learning</li><li>I can evaluate my own learning process and identify how it can be better next time</li><li>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</li></ul>			<u>Dreams and Goals</u>  <u>Substantive</u>  Kahoot quiz base on substantive knowledge  <u>Disciplinary</u>  Role play resilience and having a positive attitude																																																																							
Dreams, ambitions		Challenge, goal		Motivation, enthusiasm		Overcoming, obstacles		Confidence, process																																																																										
<ul style="list-style-type: none"><li>Have made a healthy choice</li><li>Being Fit and Healthy</li><li>I understand how exercise affects my body and know why my heart and lungs are such important organs</li><li>I can set myself a fitness challenge</li></ul>		<ul style="list-style-type: none"><li>Have eaten a healthy, balanced diet</li><li>Being Fit and Healthy</li><li>I know that the amount of calories, fat and sugar I put into my body will affect my health</li><li>I know what it feels like to make a healthy choice</li></ul>		<ul style="list-style-type: none"><li>Have been physically active</li><li>What Do I Know About Drugs?</li><li>I can tell you my knowledge and attitude towards drugs</li><li>I can identify how I feel towards drugs</li></ul>		<ul style="list-style-type: none"><li>Have tried to keep themselves and others safe</li><li>Being Safe</li><li>identify things, people and places that I need to keep safe from</li><li>know some strategies for keeping myself safe, who to go to for help and how to call emergency services</li></ul>		<ul style="list-style-type: none"><li>Know how to be a good friend and enjoy healthy friendships</li><li>Safe or Unsafe</li><li>I can identify when something feels safe or unsafe</li><li>I can take responsibility for keeping myself and others safe</li></ul>		<ul style="list-style-type: none"><li>Know how to keep calm and deal with difficult situations</li><li>My Amazing Body</li><li>I understand how complex my body is and how important it is to take care of it</li><li>I respect my body and appreciate what it does for me</li></ul>	<u>Healthy Me</u>  <u>Substantive</u>  Hot task based on substantive knowledge  <u>Disciplinary</u>  Children to crate a presentation about how to have a healthy body and mind																																																																							
Healthy, fitness		Calories, balanced diet		Physical, drugs		Anxious, safe		Friendships, unsafe		Respect, appreciate																																																																								

**PSHE - Year 4**  
**Dreams and Goals**  
**Healthy Me**

Curriculum Objective								Prior Knowledge	Disciplinary knowledge		Substantive knowledge																																																																									
<table><tr><td>R1</td><td>R2</td><td>R3</td><td>R4</td><td>R5</td><td>R6</td><td>R7</td><td>R8</td></tr><tr><td>R9</td><td>R10</td><td>R11</td><td>R12</td><td>R13</td><td>R14</td><td>R15</td><td>R16</td></tr><tr><td>R17</td><td>R18</td><td>R19</td><td>R20</td><td>R21</td><td>R22</td><td>R23</td><td>R24</td></tr><tr><td>R25</td><td>R26</td><td>R27</td><td>R28</td><td>R29</td><td>R30</td><td>R31</td><td>R32</td></tr><tr><td>H1</td><td>H2</td><td>H3</td><td>H4</td><td>H5</td><td>H6</td><td>H7</td><td>H8</td></tr><tr><td>H9</td><td>H10</td><td>H11</td><td>H12</td><td>H13</td><td>H14</td><td>H15</td><td>H16</td></tr><tr><td>H17</td><td>H18</td><td>H19</td><td>H20</td><td>H21</td><td>H22</td><td>H23</td><td>H24</td></tr><tr><td>H25</td><td>H26</td><td>H27</td><td>H28</td><td>H29</td><td>H30</td><td>H31</td><td>H32</td></tr><tr><td>H33</td><td>H34</td><td>H35</td><td colspan="5"></td></tr></table>								R1	R2	R3	R4	R5	R6	R7	R8	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						<p>Respect and admire people who overcome obstacles and achieve their dreams and goals. Imagine how I will feel when I achieve my dream/ambition Know that I am responsible for my own learning and can use my strengths as a leaner to achieve the challenge. I can manage the feelings of frustration that may arise when obstacles occur. I can evaluate m own learning process and identify how it can be better next time.</p>	<ul style="list-style-type: none"><li>I can tell you about some of my hopes and dreams</li><li>I understand that sometimes hopes and dreams do not come true and that this can hurt</li><li>I know that reflecting on positive and happy experiences can help me to counteract disappointment</li><li>I know how to make a new plan and set new goals even if I have been disappointed</li><li>I know how to work out the steps to take a achieve a goal, and can do this successfully as part of a group</li><li>I can identify the contributions made by myself and others to the groups achievement.</li></ul>		<ul style="list-style-type: none"><li>People have hopes and dreams</li><li>People feel disappointed sometimes.</li><li>It is useful to have steps to achieve a goal.</li><li>Friendships are formed for different reasons.</li><li>People in friendship groups impact on each other</li><li>There are usually leaders and followers in different groups.</li><li>Peer pressure makes people act in different ways.</li><li>Alcohol has an effect on different parts of the body.</li></ul>	
R1	R2	R3	R4	R5	R6	R7	R8																																																																													
R9	R10	R11	R12	R13	R14	R15	R16																																																																													
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H33	H34	H35																																																																																		
<ul style="list-style-type: none"><li>Stay motivated when doing something challenging</li><li>Hopes and Dreams</li><li>I can tell you about some of my hopes and dreams</li><li>I know how it feels to have hopes and dreams</li></ul>		<ul style="list-style-type: none"><li>Keep trying even when it is difficult</li><li>Broken Dreams</li><li>I understand that sometimes hopes and dreams do not come true and that this can hurt</li><li>I know how disappointment feels and can identify when I have felt that way</li></ul>		<ul style="list-style-type: none"><li>Work well with a partner or in a group</li><li>Overcoming Disappointment</li><li>I know that reflecting on positive and happy experiences can help me to counteract disappointment</li><li>I know how to cope with disappointment and how to help others cope with theirs</li></ul>		<ul style="list-style-type: none"><li>Have a positive attitude</li><li>Creating New Dreams</li><li>I know how to make a new plan and set new goals even if I have been disappointed</li><li>I know what it means to be resilient and to have a positive attitude</li></ul>		<p>Help others to achieve their goals</p> <ul style="list-style-type: none"><li>Achieving Goals</li><li>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li><li>I can enjoy being part of a group challenge</li></ul>		<ul style="list-style-type: none"><li>Are working hard to achieve their own dreams and goals</li><li>We Did It!</li><li>I can identify the contributions made by myself and others to the group's achievement</li><li>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</li></ul>		<p><u>Dreams and Goals</u></p> <p><u>Substantive</u></p> <p>hot task based on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Create a poster of situations showing how people support one another in their dreams</p>																																																																								
motivated		disappointment		overcome		ambition		achievement		contributions																																																																										
<ul style="list-style-type: none"><li>Have made a healthy choice</li><li>My Friends and Me</li><li>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li><li>I can identify the feelings I have about my friends and my different friendship groups</li></ul>		<ul style="list-style-type: none"><li>Have eaten a healthy, balanced diet</li><li>Group Dynamics</li><li>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</li><li>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</li></ul>		<ul style="list-style-type: none"><li>Have been physically active</li><li>Smoking</li><li>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li><li>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li></ul>		<ul style="list-style-type: none"><li>Have tried to keep themselves and others safe</li><li>Alcohol</li><li>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li><li>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li></ul>		<ul style="list-style-type: none"><li>Know how to be a good friend and enjoy healthy friendships</li><li>Healthy Friendships</li><li>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</li><li>I can identify feelings of anxiety and fear associated with peer pressure</li></ul>		<ul style="list-style-type: none"><li>Know how to keep calm and deal with difficult situations</li><li>Celebrating My Inner Strength and Assertiveness</li><li>I know myself well enough to have a clear picture of what I believe is right and wrong</li><li>I can tap into my inner strength and know how to be assertive</li></ul>																																																																										
value		dynamics		inadequate		assertive		anxiety		strength		<p><u>Healthy Me</u></p> <p><u>Substantive</u></p> <p>Quiz based on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Role play how to stay healthy</p>																																																																								

**RE - Year 3**

Spring A - Christianity Jesus's miracles. Could Jesus heal people? Were these miracles or is there some other explanation? We are learning to retell Bible stories when miracles have happened and question whether Jesus performed miracles

Spring B - Easter - Forgiveness. Christianity Concept: Salvation/Gospel. What is 'good' about Good Friday?

Key Concepts		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
Incarnation, Salvation		<ul style="list-style-type: none"><li>Christian concept of incarnation: God becoming man or literally being “made flesh”.</li><li>Christians believe Jesus was fully human and fully God, therefore sinless.</li><li>Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus.</li><li>Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose from the dead on Easter Sunday</li><li>Trinity is the ‘complete relationship’ between God (the Father), Jesus (his son) and the Holy Spirit.</li><li>Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the “king” came.</li></ul>		<ul style="list-style-type: none"><li>Present the key teachings and beliefs of a religion.</li><li>Reference religious figures and use holy books to explain answers further.</li><li>Identify some religious artefacts and explain how and what they are used for.</li><li>Describe some religious buildings and explain how they are used and who by.</li><li>Explain some of the religious practices of both a priest or religious leader and individuals.</li><li>Show an understanding that personal experiences and feelings influence their own attitudes and actions.</li><li>Give some reasons why they think religious figures may have acted as they did.</li></ul>	<ul style="list-style-type: none"><li>People believe in different things - miracles</li><li>Christians believe Jesus had healing powers - that is a miracle.</li><li>Some people believe this isn’t true.</li><li>Rescuing means helping a bad situation get better.</li><li>People use symbols to represent different religious things (bread, wine, cross).</li><li>To Christians, Jesus’ death is significant</li><li>Different people and thoughts can rescue us from difficult situations.</li></ul>
Sequence of Learning					
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<b><u>Substantive</u></b>  Hot task based on substantive knowledge  <b><u>Disciplinary</u></b>  Children to draw/write their own interpretation of the middle of the story, drawing/writing what they think actually happened.	
miracle, ill	healed, blind	believe, incarnation	chronological, interpretation		
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<b><u>Substantive</u></b>  Hot task based on substantive knowledge  <b><u>Disciplinary</u></b>  Produce a poster to show what Jesus’ death means to Christians.	
rescue, situation	significance, symbolism	artefacts, crucifix	perspective, redeem		



## RE - Year 4

Spring A - Religion: Buddhism Buddha's Teachings Could the Buddha's teachings make the world a better place? We are learning about the teachings of the Buddha and exploring what he taught about change  
 Spring B - Religion: Christianity Concept: Salvation Theme: Easter. Is forgiveness always possible for Christians? We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness

Key Concepts		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
Salvation		<ul style="list-style-type: none"><li>• People believe in different things - miracles</li><li>• Christians believe Jesus had healing powers - that is a miracle.</li><li>• Some people believe this isn't true.</li><li>• Rescuing means helping a bad situation get better.</li><li>• People use symbols to represent different religious things (bread, wine, cross).</li><li>• To Christians, Jesus' death is significant</li><li>• Different people and thoughts can rescue us from difficult situations.</li></ul>		<ul style="list-style-type: none"><li>• Present the key teachings and beliefs of a religion.</li><li>• Reference religious figures and use holy books to explain answers further.</li><li>• Identify some religious artefacts and explain how and what they are used for.</li><li>• Explain some of the religious practices of both a priest or religious leader and individuals.</li><li>• Show an understanding that personal experiences and feelings influence their own attitudes and actions.</li><li>• Give some reasons why they think religious figures may have acted as they did.</li><li>• Describe how some of the values held by communities or individuals affect their behaviour and actions</li></ul>	<ul style="list-style-type: none"><li>• Some situations are wonderful or problematic.</li><li>• People solve problems in different ways.</li><li>• People can help make the world a better place.</li><li>• The Buddha stories have significant meaning.</li><li>• Each story has a lesson to learn.</li><li>• Some stories show how to make the world a better place.</li><li>• Buddhists learn from the stories and put this teaching into practice to make the world a better place.</li></ul>
Sequence of Learning					
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>		<b><u>Substantive</u></b>  Hot task based on substantive knowledge  <b><u>Disciplinary</u></b>  Illustrate by making mobiles and/or by writing pledges to the earth saying what you will try to do to help it stop crying.
perspectives, experience	interpretation, life experiences	greed, suffering	damage, redeem		
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>		<b><u>Substantive</u></b>  Hot task based on substantive knowledge  <b><u>Disciplinary</u></b>  Children express their understanding of forgiveness by writing a poem (possibly a Haiku) or through drawing /painting a picture that represents what foraiveness means to them
forgiveness, hurtful	friendship, enemy	anger, revenge	sins, salvation		

## PE - Year 3

Spring A - Dance: Performance dance  
Spring B - Games: Invasion 2

Curriculum Objective				Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><b>Spring A</b>  <b>NC3:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  <b>NC4:</b> perform dances using a range of movement patterns</p> <p><b>Spring B</b>  <b>NC1:</b> use running, jumping, throwing and catching in isolation and in combination  <b>NC2:</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  <b>NC3:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>				<ul style="list-style-type: none"> <li>Can create a basic dance move</li> <li>Can repeat moves consistently</li> <li>Can perform sequence in time with others</li> <li>Can move in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Can perform moves effectively</li> <li>Can copy a sequence</li> <li>Can show elements of performance</li> <li>Send and control on the move</li> <li>Understand marking</li> <li>Can move into space purposefully</li> </ul>	<ul style="list-style-type: none"> <li>A sequence is a group of movements</li> </ul>
Sequence of Learning						
To perform rhythmic movements	To perform a dance sequence	To create a dance sequence	To perform an original sequence	To adapt a sequence	To perform a dance sequence	<u>Substantive Assessment</u> Kahoot quiz  <u>Disciplinary Assessment</u> To perform a dance to another class in school  <u>Substantive Assessment</u> Kahoot quiz  <u>Disciplinary Assessment</u> To play an intra competition
Tempo, energy	Join in, effort	Creative, team work	Cooperation, communication	Communicate, feedback	Confidence, energy	
To send and control a ball	<ul style="list-style-type: none"> <li>To understand the need for evasion</li> <li>To use evasive movements</li> </ul>	To know principles of defence	To know principles of attack	To apply principles to game situations	To apply principles to game situations	
Concentrate, control	Space, move	Anticipation, marking	Beating defenders, speed	Team work, useful	Working together, moving	

## PE - Year 4

Spring A - Performance  
Spring B - Games: Invasion 2

Curriculum Objective						Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><u>Spring A</u> NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC4: perform dances using a range of movement patterns</p> <p><u>Spring B</u> NC1: use running, jumping, throwing and catching in isolation and in combination NC2: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>						<ul style="list-style-type: none"> <li>Can perform moves effectively</li> <li>Can copy a sequence</li> <li>Can show elements performance</li> <li>Can adapt a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Can copy a sequence</li> <li>Can react to different tempo</li> <li>Can adapt to changes</li> <li>Pass accurately</li> <li>Know and use correct technique</li> <li>Can react to an attack</li> <li>Can give and receive feedback and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>Football is a team sport</li> <li>There are 11 players on a football team</li> </ul>
Sequence of Learning								
To learn/ copy a dance routine	To learn/copy a dance routine	To modify a dance routine	To create a dance sequence	To refine a dance sequence	To perform an original sequence	<u>Substantive Assessment</u> Kahoot quiz  <u>Disciplinary Assessment</u>		
Energy, effort	Expression, movement	Creativity, interesting	Performance, expression	Timing, direction	Flair, energy			
To send and control a ball	To shoot effectively	To use evasion	To know and apply principles of defence	To apply principles of attack and defence to a game situation	To apply principles of attack and defence to a game situation	<u>Substantive Assessment</u> Kahoot quiz  <u>Disciplinary Assessment</u>		
Accurate, concentrate	Power, accuracy	Awareness, space	Move, intercept	Teamwork, support	Cooperation, space			
						To play an intra competition		



## French - Year 3

In Spring A, children will learn to name parts of the body, numbers 21 to 31, name items of clothing and the month of the year.  
In Spring B, children will learn to name and describe a range of animals.

Curriculum Objective		Prior Knowledge	Substantive knowledge		Disciplinary 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>Hello</li><li>How are you?</li><li>What is your name?</li><li>How old are you</li><li>My family</li><li>Colours</li><li>Numbers to 20</li><li>Countries</li></ul>	<p><u>Core unit 3</u></p> <ul style="list-style-type: none"><li>La tete the head</li><li>La bouche the mouth</li><li>Le bras the arm</li><li>La main the hand</li><li>Une robe a dress</li><li>Un pantalon trousers</li></ul> <p><u>Animals</u></p> <ul style="list-style-type: none"><li>Un chien a dog</li><li>Un chat a cat</li><li>Gentil friendly</li><li>Mechant naughty</li><li>La table the table</li><li>La biote the box</li></ul>		<ul style="list-style-type: none"><li>Be able to read out basic phrases</li><li>To use phonic knowledge to read words.</li><li>Understand a range of everyday phrases</li><li>Pronounce simple words and understand their meaning.</li></ul>		
<p><u>Heads, shoulders, kness and feet</u></p> <ul style="list-style-type: none"><li>la tête the head</li><li>les épaules (f) the shoulders</li><li>les genoux (m) the knees</li><li>les pieds (m) the feet</li><li>le nez the nose</li><li>les yeux (m) the eyes</li><li>les oreilles (f) the ears</li><li>la bouche the mouth</li></ul>		<p><u>Parts of the body</u></p> <ul style="list-style-type: none"><li>le bras the arm</li><li>la jambe the leg</li><li>la tête the head</li><li>le pied the foot</li><li>le ventre the stomach</li><li>le dos the back</li><li>le genou the knee</li><li>l'épaule (f) the shoulder</li><li>la main the hand</li><li>le doigt the finger</li></ul>	<p><u>Let's count up to 31</u></p> <ul style="list-style-type: none"><li>vingt-et-untwenty-one</li><li>vingt-deux twenty-two</li><li>vingt-trois twenty-three</li><li>vingt-quatre twenty-four</li><li>vingt-cinq twenty-five</li><li>vingt-six twenty-six</li><li>vingt-sept twenty-seven</li><li>vingt-huit twenty-eight</li><li>vingt-neuf twenty-nine</li><li>trente thirty</li><li>trente-et-un thirty-one</li></ul>	<p><u>Clothes</u></p> <ul style="list-style-type: none"><li>une robe a dress</li><li>un pantalon trousers</li><li>un pull a jumper</li><li>un tee-shirt a T-shirt</li><li>une chemise a shirt</li><li>une jupe a skirt</li></ul>	<p><u>Months</u></p> <ul style="list-style-type: none"><li>janvier January</li><li>février February</li><li>mars March</li><li>avril April</li><li>mai May</li><li>juin June</li><li>juillet July</li><li>août August</li><li>septembre September</li><li>octobre October</li><li>novembre November</li><li>décembre December</li></ul>	<p><u>Geneviève's birthday</u></p> <ul style="list-style-type: none"><li>un cadeau a present</li><li>un crocodile a crocodile</li><li>un tee-shirt a T-shirt</li><li>un robot a robot</li><li>un hippopotame a hippopotamus</li><li>un livre a book</li><li>du chocolatsome chocolate</li><li>laid ugly</li><li>ronfler to snore</li></ul>	<p><u>Substantive assessment</u></p> <p>Hot task based on substantive knowledge</p> <p><u>Disciplinary assessment</u></p>
<p><u>On the farm</u></p> <ul style="list-style-type: none"><li>un mouton a sheep</li><li>une poule a hen</li><li>un coq a cockerel</li><li>un cochon a pig</li><li>une vache a cow</li><li>un canard a duck</li><li>un cheval a horse</li><li>un chien a dog</li><li>un chat a cat</li></ul>		<p><u>Pets</u></p> <ul style="list-style-type: none"><li>un chat a cat</li><li>un chien a dog</li><li>un hamster a hamster</li><li>un poisson a fish</li><li>un lapin a rabbit</li><li>un cheval a horse</li><li>un serpent a snake</li><li>une souris a mouse</li><li>un cochon d'Inde a guinea pig</li><li>un oiseau a bird</li></ul>	<p><u>What's your dog like?</u></p> <ul style="list-style-type: none"><li>marron brown</li><li>gris grey</li><li>blanc white</li><li>noir black</li><li>méchant naughty</li><li>grand big</li><li>petit small</li><li>gentil friendly</li><li>mignon cute</li></ul>	<p><u>Where is the cat?</u></p> <ul style="list-style-type: none"><li>devant in front of</li><li>derrière behind</li><li>dans in</li><li>sur on</li><li>sous under</li><li>en face de opposite</li><li>à côté de next to</li><li>la table the table</li><li>la boîte the box</li></ul>	<p><u>Where is the elephant?</u></p> <ul style="list-style-type: none"><li>un arbre a tree</li><li>une maison a house</li><li>un appartement a flat</li><li>une écurie a stable</li><li>un champ a field</li><li>un lac a lake</li><li>un terrier a burrow</li><li>une niche a kennel</li></ul>	<p><u>Henri looks for his mother</u></p> <ul style="list-style-type: none"><li>ma mère my mother</li><li>petit small</li><li>timide shy</li><li>anxieux anxious</li><li>regarder to look</li><li>écouter to listen</li></ul>	

## French - Year 4

In Spring A, children will learn to describe what they can see in their town.

In Spring B, children will learn to describe themselves and others.

Curriculum Objective		Prior Knowledge	Substantive knowledge		Disciplinary knowledge	
<p>NC1: I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>NC2: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>NC3: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>NC4: I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>NC7: I can read carefully and show understanding of words, phrases and simple writing.</p> <p>NC8: I can appreciate stories, songs, poems and rhymes in the language.</p>		<ul style="list-style-type: none"><li>I play</li><li>In the playground</li><li>What do you like to play?</li><li>Your home</li><li>Your bedroom</li><li>The kitchen</li><li>Daily routine</li></ul>	<p><u>My town</u></p> <ul style="list-style-type: none"><li>Un euro                  one euro</li><li>Deux euro                two euro</li><li>Un supermarche      a supermarket</li><li>Le marche                the market</li><li>Un livre                  a book</li><li>Une glace                an ice cream</li></ul> <p><u>Describing people</u></p> <ul style="list-style-type: none"><li>Je suis grand            I'm tall (male)</li><li>Je suis grande          I'm tall (female)</li><li>Mon ami                  My friend (male)</li><li>Mon amie                My friend (female)</li><li>Un jean                  Jeans</li><li>Un tee-shirt             A t-shirt</li></ul>		<ul style="list-style-type: none"><li>Be able to read out basic phrases</li><li>To use phonic knowledge to read words.</li><li>Understand a range of everyday phrases</li><li>Pronounce simple words and understand their meaning.</li><li>To be able to respond to simple phrases.</li></ul>	
<p><u>How much does it cost?</u></p> <ul style="list-style-type: none"><li>•un euro                  one euro</li><li>•un euro vingt        one euro twenty</li><li>•deux euros two euros</li><li>•deux euros cinquante</li><li>•                  two euros fifty</li><li>•cinquante centimes</li><li>•                  fifty cents</li><li>•trop cher    too expensive</li><li>•très bien                  very good</li></ul>	<p><u>In your town</u></p> <ul style="list-style-type: none"><li>•des magasins (m) some shops</li><li>•une église    a church</li><li>•un supermarché    a supermarket</li><li>•un centre de loisirs</li><li>•                  a leisure centre</li><li>•un théâtre    a theatre</li><li>•une gare                  a train station</li><li>•une rivière    a river</li><li>•un jardin public    a public garden</li><li>•un musée    a museum</li></ul>	<p><u>Where is...?</u></p> <ul style="list-style-type: none"><li>•la gare                  the train station</li><li>•la piscine                  the swimming pool</li><li>•continuez tout droit</li><li>•                  go straight on</li><li>•tournez à gauche    turn left</li><li>•tournez à droite    turn right</li><li>•prenez la première rue à gauche</li><li>•                  take the first street on the left</li><li>•prenez la deuxième rue à droite</li><li>•take the second street on the right</li><li>•Voilà there you are</li></ul>	<p><u>Shops</u></p> <ul style="list-style-type: none"><li>•la boucherie            the butcher's</li><li>•la boulangerie        the baker's</li><li>•la pâtisserie            the cake shop</li><li>•la confiserie            the sweet shop</li><li>•le marché    the market</li><li>•la banque    the bank</li><li>•la pharmacie        the chemist</li></ul>	<p><u>At the shop</u></p> <ul style="list-style-type: none"><li>•                  un CD                  a CD</li><li>•                  un jeu vidéo    a video game</li><li>•                  un livre                  a book</li><li>•                  un magazine    a magazine</li><li>•                  une boisson    a drink</li><li>•                  une glace    an ice cream</li><li>•                  des vêtements (m)    some clothes</li><li>•                  une tablette de chocolat</li><li>•                  a chocolate bar</li><li>•                  une carte d'anniversaire</li><li>•                  a birthday card</li></ul>	<p><u>Éric goes shopping</u></p> <ul style="list-style-type: none"><li>•une animalerie    a pet shop</li><li>•le marchand        the shopkeeper</li><li>•il trouve                  he finds</li><li>•il vend                  he sells</li><li>•il saute                  he jumps</li><li>•se cacher    to hide</li><li>•Arrête!                  Stop!</li><li>•fâché                  angry</li></ul>	<p><u>Substantive assessment</u></p> <p>Hot task based on substantive knowledge</p> <p><u>Disciplinary assessment</u></p>
<p><u>What are you like?</u></p> <ul style="list-style-type: none"><li>•les yeux bleus    blue eyes</li><li>•les yeux verts    green eyes</li><li>•les yeux marron    brown eyes</li><li>•les yeux noisette    hazel eyes</li><li>•je suis grand        I'm tall (male)</li><li>•je suis grande    I'm tall (female)</li><li>•je suis petit I'm short (male)</li><li>•je suis petite        I'm short (female)</li></ul>	<p><u>Hair</u></p> <ul style="list-style-type: none"><li>•les cheveux blonds    blonde hair</li><li>•les cheveux bruns    brown hair</li><li>•les cheveux roux    ginger hair</li><li>•les cheveux noirs    black hair</li><li>•les cheveux gris    grey hair</li><li>•mon ami                  my friend (male)</li><li>•mon amie                  my friend (female)</li></ul>	<p><u>We're all different</u></p> <ul style="list-style-type: none"><li>•les cheveux raides    straight hair</li><li>•les cheveux bouclés    curly hair</li><li>•les cheveux ondulés    wavy hair</li><li>•les cheveux courts    short hair</li><li>•les cheveux longs    long hair</li><li>•les oreilles percées (f)    pierced ears</li><li>•les joues rouges        red cheeks</li><li>•des taches de rousseur (f)    freckles</li><li>•des lunettes                  glasses</li></ul>	<p><u>The fairy and the pirate</u></p> <ul style="list-style-type: none"><li>•la fée                  the fairy</li><li>•le pirate                  the pirate</li><li>•gros                  fat</li><li>•mince                  thin</li><li>•gentil                  friendly</li><li>•mauvais                  nasty</li><li>•content                  happy</li><li>•triste                  sad</li><li>•intelligent    intelligent</li><li>•stupide                  stupid</li></ul>	<p><u>I'm wearing...</u></p> <ul style="list-style-type: none"><li>•une robe                  a dress</li><li>•un pantalon                  trousers</li><li>•un jean                  jeans</li><li>•un pull                  a jumper</li><li>•un tee-shirt                  a T-shirt</li><li>•une chemise                  a shirt</li><li>•une jupe                  a skirt</li><li>•des chaussures (f)                  shoes</li></ul>	<p><u>The sad frog</u></p> <ul style="list-style-type: none"><li>•une grenouille        a frog</li><li>•un serpent    a snake</li><li>•une fête                  a party</li><li>•triste                  sad</li><li>•gentil                  friendly</li><li>•camouflé    camouflaged</li><li>•gober                  to swallow whole</li><li>•cracher                  to spit out</li></ul>	

Computing—Year 3

In Spring A, children will learn to sequence in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most children. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Children also apply stages of program design through this unit.

In Spring B, children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Children will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p><u>Spring A</u> NC1: Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs NC6: 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> <p><u>Spring B</u> NC6: 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 NC7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<ul style="list-style-type: none"><li>Children to know what an input and output is.</li><li>Children to know what a network is.</li><li>Children to know what a stop frame is.</li><li>Children to know how to make an animation.</li></ul>	<ul style="list-style-type: none"><li>To know that commands have an outcome</li><li>To know that a sequence of commands can have an order</li><li>To know the attributes needed to collect data about an object.</li><li>To know what a database is</li></ul>	<ul style="list-style-type: none"><li>Pressing a button send a command.</li><li>Pressing buttons repeatedly creates a sequence</li><li>Make groups to separate the data</li><li>Compare different sets of data.</li></ul>	
<ul style="list-style-type: none"><li>Introduction to scratch</li></ul> <p>Introduce learners to new programme</p>	<ul style="list-style-type: none"><li>Programming sprites</li></ul> <p>Learners to create movement for more than one sprite</p>	<ul style="list-style-type: none"><li>Sequences</li></ul> <p>learners to be introduced to the concept of sequences by joining blocks of code together</p>	<ul style="list-style-type: none"><li>Ordering commands</li></ul> <p>Implement sequences into a simple programme</p>	<ul style="list-style-type: none"><li>Looking good</li></ul> <p>Learners will combine motion and sounds</p>	<p><u>Substantive Assessment</u> Hot task</p> <p><u>Disciplinary Assessment</u> Children will create an instrument using scratch</p>
Identify, explore	Sprite, code	Sequence, programme	Command, experiment	Decision, apply	
<ul style="list-style-type: none"><li>Yes or no questions</li></ul> <p>Learners to start to explore questions with yes/no answers</p>	<ul style="list-style-type: none"><li>Making groups</li></ul> <p>Learners to develop their understanding of using questions with yes/no answers to group objects more than once</p>	<ul style="list-style-type: none"><li>Creating a branching database</li></ul> <p>Learners to continue to develop their understanding of ordering objects/images in a branching database structure.</p>	<p>Structuring a branching database</p> <p>Learners to continue to develop their understanding of how to create a well-structured database.</p>	<ul style="list-style-type: none"><li>Planning a branching database</li></ul> <p>Learners to independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur.</p>	<p><u>Substantive Assessment</u> Hot task</p> <p><u>Disciplinary Assessment</u> Children will create a dinosaur identifier</p>
Investigate, create	Arrange, compare	Order, data	Structure, groups	Plan, effective	



## Computing—Year 4

In Spring A, children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

In Spring B, children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Children will spend time using a computer to review and analyse data. Towards the end of the unit, they will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p><b>Spring A</b>  <b>NC1:</b> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  <b>NC2:</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  <b>NC3:</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  <b>NC6:</b> 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> <p><b>Spring B</b>  <b>NC2:</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  <b>NC6:</b> 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>To know what a network is</li> <li>What can be shared on the worldwide web</li> <li>Identify key parts of a website</li> <li>What a podcast is</li> <li>How to create a podcast</li> </ul>	<ul style="list-style-type: none"> <li>To know commands programme a computer</li> <li>To use a template for a programme</li> <li>To know sequences have patterns</li> <li>To know questions produce data</li> <li>To know a data logger collects data</li> </ul>	<ul style="list-style-type: none"> <li>Pressing a button creates a command</li> <li>Numbers, shapes and symbols create sequences</li> </ul>	
<ul style="list-style-type: none"> <li>Programming a screen turtle</li> </ul> <p>This lesson will introduce pupils to programming in Logo</p>	<ul style="list-style-type: none"> <li>Programming letters</li> </ul> <p>pupils to create algorithms</p>	<ul style="list-style-type: none"> <li>Patterns and repeats</li> </ul> <p>Pupils to create algorithms for drawing a square</p>	<ul style="list-style-type: none"> <li>Using loops to create shapes</li> </ul> <p>pupils to work with count-controlled loops in a range of contexts</p>	<ul style="list-style-type: none"> <li>Breaking things down</li> </ul> <p>Pupils to break down everyday tasks into smaller parts and think about how code snippets can be broken down</p>	<p><b>Substantive Assessment</b> Hot task</p> <p><b>Disciplinary Assessment</b> Children will show their stop frame animations and explain how they created them</p>
Command, code	Algorithm, implement	Patterns, identify	Loop, controlled	Decomposition, parts	
<ul style="list-style-type: none"> <li>Answering questions</li> </ul> <p>Pupils to consider what data can be collected and how it is collected</p>	<ul style="list-style-type: none"> <li>Data collection</li> </ul> <p>To introduce the idea of collecting data automatically using computers such as data loggers</p>	<ul style="list-style-type: none"> <li>Logging</li> </ul> <p>Pupils will explore how data loggers work</p>	<p>Analysing data</p> <p>Pupils will open an existing data file and use software to find out key information.</p>	<ul style="list-style-type: none"> <li>Data for answers</li> </ul> <p>Pupils will think about questions that can be answered using collected data.</p>	<p><b>Substantive Assessment</b> Hot task</p> <p><b>Disciplinary Assessment</b> Children will show their stop frame animations and explain how they created them</p>
Data, decide	Sensors, collect	Record, download	Analysing, software	Appropriate, collection	