Adventurous Explorers

A Greek Odyssey

Year 3/4

History

As **Historians,** we will be finding out who the ancient Greeks were and locate their civilisation on a timeline. We will go on to explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. We will compare and contrast the two city states of Athens and Sparta. We will use primary and secondary sources to find out about daily life in ancient Greece.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC 8: **Ancient Greece** – a study of Greek life and achievements and their influence on the western world	• Not all things in history that we know about happened in England • That people in history lived differently to how we do. • Life was different in the past (jobs, homes, lifestyle, community etc).	• When studying a period of time, look at how this relates to modern day Britain • Ask and answer questions to develop understanding of changes in history and the significance on Britain • Describe life form ancient early civilisations and talk about its impact on history • Handle and use Primary and Secondary sources and make comparisons to find out information about the past • Begin to evaluate the usefulness of sources • Read given key dates and information to create a timeline (Yr3) • Read given sources and information to find events and place on at timeline (Yr4)	• Know that the Ancient Greeks where around between 1200 BC and 146BC • Most people worked as either a farmer. Fisherman, scientist or soldier. • To know the three types of government (monarchy, oligarchy, democracy) • That a democracy is ruled by the people. • Athens and Sparta are two city states in Ancient Greece. • The Peloponnesian War took place between Athens and Sparta. • .Romans conquered the Ancient Greeks • .Alexander the Great ruled Greece

Sequence of Learning

Ancient Greece Introduce Ancient Greeks. **When** (1200 BC - 146 BC) **Where** - look on map at where Athens and Sparta are located. **Jobs** - farmers, fishermen, soldiers, scientists, scholars. **Hobbies and Fun** - Olympics, football, marbles, pottery figures, hobby horses, theatre. **Food** - typical meals eaten (fruit + Veg, bread, fish, cheese. Look at artefacts (especially pottery) what information does this give us.	**Greek Governments** Research and compare the different governments - **monarchy,** - ruled by one individual who has inherited the role **oligarchy** - ruled by a group of individuals **democracy**. - ruled by the people (male) Compare this to how the UK is governed.	**Athens Vs Sparta** Compare how Athens was a large city with a heavier focus on culture, democracy and the arts. and Sparta was a small military town that was the defender of Greece. Discuss the Peloponnesian War (431BC) which lasted 28 years. Why did the war start? 431 BC Who won the war? Sparta	**Timeline** Create a timeline showing key events throughout the Ancient Greek period. **1200BC** start of the ancient Greek civilisation **776BC** - First Olympic Games held **508BC** - Democracy is introduced in Athens **432 BC** - The Parthenon temple is built in Athens **336BC** - Alexander the Great rules Greece. **323BC** - Alexander the Great died **146 BC** - Romans conquer Greek	**Substantive Assessment** Kahoot quiz to test substantive knowledge **Disciplinary Assessment** Retell the story of Ancient Greece in an interview style.
Pottery, Athens	Democracy, oligarchy, monarchy	Sparta, Peloponnesian	BC (before Christ), Alexander the Great	

Geography

As **Geographers,** we will look in detail at Yorkshire and the Humber and the United Kingdom. We will locate the United Kingdom and Europe on a word map. We will then investigate a range f key geographical features of the United Kingdom and will plot the coordinates of Yorkshire and the Humber on a longitudinal and latitudinal map. We will look in depth at Greece and the South Aegean and will look at the key geographical features of both. We will use topographical maps to help us identify the key features of the regions we are studying and we will be able to compare and contrast these regions,

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities NC2: 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 NC3: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) NC4: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America NC5a: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Year 3 will know • The UK is in Europe • That Hull is on the East Coast of England • That the United Kingdom is broken up into 4 countries—England, Wales, Ireland and Scotland • That the East Coast of England is surrounded by the North Sea Year 4 will know • The UK is in Europe • That Hull is on the East Coast of England • That the United Kingdom is broken up into 4 countries—England, Wales, Ireland and Scotland • That the East Coast of England is surrounded by the North Sea • China is in Asia	• 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 • Name and locate the countries of Europe and identify their main physical and human characteristics • Describe geographical similarities and differences between countries • Ask and answer geographical questions about the physical and human characteristics of a location being studied • Use a range of resources to identify the key physical and human features of a location • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these areas	• The main physical features of the UK are hills and mountains, seas and oceans, rivers, beaches and cliffs • The main human features of the UK are settlements, buildings and structures • Greece is a mountainous country • Greece is made up of 13 main regions • The South Aegean is unique as it only consists of islands • The climate is dry • The South Aegean and Yorkshire and the Humber have coastlines • There are no volcanoes in the UK because we do not sit on a tectonic plate

Sequence of Learning

<u>UK and the Yorkshire and the Humber</u> • Look at the key physical and human features of the UK • Map of UK—children to locate the nine regions—what is a region? • Investigate the key geographical features of Yorkshire and the Humber • Plot longitudinal and latitudinal coordinates of Yorkshire and the Humber	<u>Key Geographical features of Greece</u> • Chn locate Europe and Greece on world map—name surrounding seas • Greece has 13 regions all with different geographical features • Look at topographical map of Greece—chn to identify and list key geographical features they can see • Chn to describe—climate, lakes/rivers, mountain ranges, islands and regions	<u>Physical features of South Aegean and Yorkshire</u> • Children label key physical features of South Aegean on topographical map • Chn compare Yorkshire and South Aegean—terrain, costal or inland, coastline, islands, rivers and other important physical features • Chn to create a travel brochure of South Aegean describing the key physical features of the South Aegean	<u>Similarities and Difference</u> • Chn to create word cloud including all words they can think of to describe the physical features of Y and H region • True and false activity—South Aegean and Y and H • Chn to write a letter persuading someone to visit our region	<u>Substantive Assessment</u> Hot task <u>Disciplinary assessment</u> Children to create a short video explain the features of Yorkshire and the Humber in comparison to the South Aegean
range, headlands	region, topographical	costal, inland	port, climate	

Art

As artists, children will create their own piece of contemporary art, with a focus on drawing, painting and photography. Firstly, children will create a mood board, with a focus on sketches and colours created by Kara Walker ad Gillian Wearing annotating features they would like to recreate and recognising their own personal opinions regarding the artwork. Then, children will use IPad to take photos and screenshots and will use editing software to practise the techniques of editing. Children will then practise cutting shapes and will explore a variety of ways they can add paint to the outside of their silhouettes. Children will then sketch their own designs for their own piece of contemporary art, ready to create their own individual piece.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: to create sketch books to record their observations and use them to review and revisit ideas NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] NC3: about great artists, architects and designers in history	• Children to know how to create a mood board. • Children to know how to research as artist. • Children to be able to sketch a chosen picture. • Children to be able to use clay for a final project • Children to be able to use paint for their final project.	• Develop tones, textures using a variety of pencil hardness • Start to use shading to show light and shadow • Select and use a range of brushes appropriate to the task • Mix colours for a purpose	• Kara walker is an American painter • Gillian Wearing is a British artist • Gillian Wearing uses photographs, Photoshop and AI to create her art • Contemporary art is art form living artists

Sequence of Learning

Mood board and techniques • Give children a range of images - children to explore and discuss • Children create a mood board of images, colours and shapes they like/dislike - annotate **Replication of research** • Children will use pencil to re-create an image by Kara Walker or Gillian Wearing	**Techniques** • Children to practise cutting out various shapes • Children to use iPad to practise taking photographs and screenshots • Children use an editing programme to make a minor edit • Children to use shapes and create silhouettes by painting over them	**Sketching** • Children to sketch their own idea for their final piece making note of textures and how they will create this on their final piece	**Creation** • Children to take a photograph to use as a background - chn to edit the background to suit their final piece • Children to use card to cut out their chosen Ancient Greek god. • Children then to use their cut out and paint over the god to create a silhouette. • Evaluate our final pieces	**Substantive Assessment** Children to answer hot task questions **Disciplinary Assessment** Children describe ow they have created their final piece
Artistic, silhouette	Precise, coordinate	Tone, eye catching	Evaluate, flair	

Design Technology

As food technologists, we will be researching and making a variety of focaccia breads. Children will research having a healthy and varied diet and will look at a range of food groups. Children will then move to look at seasonal foods and will look at a range of factors which affect the foods which they eat. Children will then design and plan their own focaccia bread and will make, taste and evaluate.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Cooking and Nutrition NC1: understand and apply the principles of a healthy and varied diet NC2: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques NC3: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	• That we need to eat a variety of foods to have a healthy, balanced diet • That we use an oven to bake and roast foods	• Hygienically prepare ingredients using appropriate utensils • Measure ingredients to the nearest gram • Follow a recipe and assemble and cook ingredients	• The 5 main food groups are protein, dairy, carbohydrate, fats and fruits and vegetables • In the Summer, the main food grown in Greece is cucumbers, eggplant and garlic • To know that Greece and the UK grow different produce because of seasons • Focaccia is a flat type of bread

Sequence of Learning

Healthy and Varied Diet • Look at the main food groups • Why do we need each of these food groups (carbohydrates give us energy) • Design a healthy lunch and label each food item stating how it supports a varied diet	**Seasonality** • Compare produce grown in the UK and Greece over the different seasons and how this affects the food they eat. • Create a Venn diagram for summer and place food pictures in the correct section.	• **Taste and Design Focaccia bread** • Taste 2/3 different types of focaccia , look at photos of different designs. • Create your own design and ingredient list.	**Make, Taste and Evaluate** • Make focaccia bread following design and complete evaluation	Disciplinary Make focaccia bread Substantive Hot task quiz
Varied diet, carbohydrate	Season, harvest	Focaccia, flavour	Measure, knead	

Music - Year 3

In Summer A, children will be enjoying improvisation. As musicians, children will explore the structure of songs and will think about the question, 'How des music make a difference to us every day?' In Summer B, children will be planning performances. They will be encouraged to create performances which answer the question, ' How does music connect us with our planet?'

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations	Year 3 will know: • How to sing melodies accurately, • How to use their voice and instruments to make long and short sounds. • How to imitate changes in pitch using their voice.	Year 3 will know: • How to sing melodies accurately, • How to use their voice and instruments to make long and short sounds. • How to imitate changes in pitch using their voice.	• To be able to copy music using various techniques • To know that different keys produce different sounds • Tempo is the speed of the beat • Dynamics is the loudness of the musical notes • Order that different part the song are played in • The different materials combined to determine the quality of the sounds

He's Got The Whole World In His Hands (Part 1)	He's Got The Whole World In His Hands (Part 2)	Why Does Music Make A Difference? (Part 1)	Why Does Music Make A Difference? (Part 2)	Panda Extravaganza	**Substantive** Year 3 End of unit 1 theory quiz **Disciplinary** Perform finished version of choice to another class.
Tempo, melody	Tonality, musical style	Beat or pulse, time signatures	Instrumental or vocal, dynamics	Texture, tempo	
Michael Row The Boat Ashore (Part 1)	Michael Row The Boat Ashore (Part 2)	The Dragon Song (Part 1)	The Dragon Song (Part 2)	Follow Me	**Substantive** Year 3 End of unit 2 theory quiz **Disciplinary** Perform finished version of choice to another class.
Beat or pulse, texture	Melody, musical style	Dynamics, beat or pulse	Tonality, articulation	Tempo, Instrumental or vocal	

Music – Year 4

In Summer A, children will explore improvisation and expression. They will listen to a range of music and will answer the question, 'How does music shape our way of life?' In Summer B, children will create and present a performance. They will think about the question, 'How does music connect us to our environment?'

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations	Year 4 will know: • How to use long and short sounds to create a sequence • How to clap a simple rhythm • How to create a range of different sounds (long, short, loud, quiet, high and low) • How to choose sounds to create an effect for a specified theme.	Year 4 will know: • How to use long and short sounds to create a sequence • How to clap a simple rhythm • How to create a range of different sounds (long, short, loud, quiet, high and low) • How to choose sounds to create an effect for a specified theme.	• A verse tells the story • A chorus is memorable and repeated throughout the song • Compose means to create a song • A time signature is how many beats are in the bar • A melody is a series of notes that is played in a memorable order • Tempo is the speed or pace of the beat

• Train Is A-Comin' (Part 1)	• Train Is A-Comin' (Part 2)	• Oh Happy Day (Part 1)	• Oh Happy Day (Part 2)	• A World Full Of Sound	**Substantive** Year 4 End of unit 1 theory quiz **Disciplinary** Perform finished version of choice to another class.
Musical style, tempo	Instrumental or vocal, dynamics	Structure and form, rhythm	Time signature, tonality	Articulation	
• You Can See It Through (Part 1)	• You Can See It Through (Part 2)	• The Octopus Slide (Part 1)	• The Octopus Slide (Part 2)	• Connect	**Substantive** Year 4 End of unit 2 theory quiz **Disciplinary** Perform finished version of choice to another class.
Tempo, melody	Instrumental or vocal,, texture	Structure and form, musical style	Time signature, Articulation	Beat or pulse, dynamics	

RE - Year 3

Hindu beliefs— How can Brahman be everywhere and in everything. We are learning to understand the Hindu belief that there is one God with man different aspects.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Theme : Hindu beliefs Religion: Hinduism Key question: How can Brahman be everywhere and in everything? Theme: Pilgrimage to the river Religion: Hinduism Key question: Would visiting the River Ganges feel special to a non-Hindu?	• People believe in different things - miracles • Christians believe Jesus had healing powers - that is a miracle. • Some people believe this isn't true. • Rescuing means helping a bad situation get better. • People use symbols to represent different religious things (bread, wine, cross). • To Christians, Jesus' death is significant • Different people and thoughts can rescue us from difficult situations.	• There is only one God. • Present the key teachings and beliefs of a the Hindu religion. • We can all have different aspects of ourselves but we are all still one person. • Brahman is in River Ganges.	• They are different aspect to their God • Their God is called Brahman • There different deities Brahman—Creator, Vishnu– preserver, Shiva—destroyer. • What Hindu's do when they visit the River Ganges— wash, collect water, offerings, funeral service, cycle of life.

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge **Disciplinary**
Difference, similarities	Deities	Omnipresent	Kindness, wealth, friendship	Children to design their own God of what they think their God should represent
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge **Disciplinary**
Importance	Ganges	Experiences	Cleansing	Make a class collage of everyone's feelings

RE - Year 4

Buddha belief- What is the best way for a Buddha to lead a good life? We are learning to understand the Buddha beliefs and put them into practise.
Christianity prayer and worship- Do people need to go to Church to show they are Christian? We ae learning to understand the different life celebrations Christians celebrate, and seeing if they need to go to Church to show they are Christian.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Theme: Beliefs into practise Religion: Buddhism Key question: What is the best way for a Buddha to lead a good life? Theme: Prayer and worship Religion: Christianity Key question: Do people need to go to Church to show they are Christian?	• The Buddha stories have significant meaning. • Each story has a lesson to learn. • Some stories show how to make the world a better place. • Some situations are wonderful or problematic. • People can help make the world a better place. • Christians worship in a Church.	• Explain the different food groups • Explain what is a good life • Reference religious places • Give reason to why Christians have a special meal. • Reference why people worship	• Celebrations at a Christian church include: weddings, worship, Baptism, Holy Communions. • The meal you eat at a Holy communion is just a reminder to what Jesus did. • If you eat healthy you will have more energy, play and learn more and enjoy life. • Buddha said they are 8 things people can choose to do to help them lead aa good life, this is called the 8 fold path. • Making good choices in my life makes the world a better place.

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge **Disciplinary**
Healthy, influence	Decisions, opinion	Understanding, rationale	Choices, expression	Make a gallery of children's work of what their 'yellow brick road' would look like.
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge **Disciplinary** Children to make a presentation in reflection of the different places that are special to somebody, somewhere and explain,
Feelings, special	Worship, community	Choice, argument	Reflection, diverse	

PSHE - Year 3

Summer A - Relationships

Summer B - Changing Me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge

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Prior Knowledge

- Identify members of my family and understand that there are lots of different types of families.
- Identify what being a good friend means to me.
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer.
- Know who can help me in my school.
- Recognise my qualities as a person and a friend.

- Understand life cycles of animals and humans.
- Know what has changed about me and what things have stayed the same.
- Tell you how my body has changed since I was a baby.
- Identify the parts of the body that make bodies different to girls/boys. Use the correct names for penis, testicles, vagina, vulva and anus.

Disciplinary knowledge

- Describe how responsibilities in my family make me feel
- Know how to deal with conflicting situation to get a win-win solution.
- Know who to ask for help if I am unsafe online.
- Show awareness of how my choice could affect others
- Empathise with children whose lives are different to mine and appreciate what I may learn from them
- Enjoy being part of a family and friendship groups

- Express how I feel when I see babies or baby animals
- Express how I might feel if I had a new baby in my family
- Recognise how I feel about these changes happening to me and know how to cope with those feelings
- Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
- Start to think about changes I will make next year and know how to go about this

Substantive knowledge

- People in families have different roles
- Different situations require different ways to resolve them
- I can ask a trusted adult for help when I feel unsafe online
- My choices affect others
- Some children how different lives to mine

- Seeing babies and baby animals can make me feel different emotions
- Feeling different emotions is acceptable
- I have to be prepared to change my ideas sometimes
- It is good to have goals each year and know how to achieve them.

Family Roles and Responsibilities	Friendship	Keeping Myself Safe Online	Being a Global Citizen 1	Being a Global Citizen 2	Celebrating My Web of Relationships	Substantive Hot task linked to key knowledge Disciplinary Create a mind map to show all topics discussed
Roles, responsibilities	Problem solving, friendship	Safety, strategies	Respect, influence	Emotions, understanding	Appreciation, express	
How Babies Grow	Babies	Outside Body Changes	Inside Body Changes	Family Stereotypes	Looking Ahead	Substantive Hot task linked to key knowledge Disciplinary Create a mind map to show all topics discussed
Growth, babies	Emotions, female	Changes, puberty	Ovaries, sperm	Stereotype, differences	Forward, new year	

PSHE - Year 4

Summer A - Relationships

Summer B - Changing Me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge

Curriculum Objective

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
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H17	H18	H19	H20	H21	H22	H23	H24
H25	H26	H27	H28	H29	H30	H31	H32
H33	H34	H35					

Prior Knowledge

- Describe how responsibilities in my family make me feel
- Know how to deal with conflicting situation to get a win-win solution.
- Know who to ask for help if I am unsafe online.
- Show awareness of how my choice could effect others
- Emphasise to those who's lives are different to mine
- Express how I feel when I see babies.
- Express how I feel when there is a new baby in my family.
- Recognise changes and how to cope with these.
- Express how I feel when I am challenged.

Disciplinary knowledge

- Know what it is important to take care of my mental health
- Know how to take care of my mental health
- Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- Recognise when people are trying to gain power or control
- Judge whether something online is safe and helpful for me
- Use technology positively and safely to communicate with my friends and family

- Be aware of my own self-image and how my body images fits into that
- Explain how girls' and boy's bodies change during puberty and understand the importance of looking after yourself
- Describe how a baby develops from contraception through the nine months of pregnancy and how it is born.
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- Awareness of the importance of a positive self-esteem and what I can do to develop it
- Identify what I am looking forward to and what worries me about the transition to secondary school.

Substantive knowledge

- It is important to take care of my mental health
- There are lots of ways to take care of my own mental health
- There are different stages of grief
- Some people like to gain power and control over others
- Somethings online are helpful and somethings aren't
- Technology needs to be used safely

- How I think about myself and my body is called body image
- The puberty changes for boys and girls are different
- A human goes through different stages of life
- People can be physically attracted to another person
- Being physically to someone changes the nature of the relationship.

Jealousy	Love and Loss	Memories Puzzle outcome: Memory Box	Getting on and Falling Out	Girlfriends and Boyfriends	Celebrating My Relationships with People and Animals	**Substantive** Hot task linked to key knowledge **Disciplinary**
emotions, relationship	life, death	remembrance, memories	friendship, change	boyfriend, girlfriend	appreciation, together	Create a mind map to show all topics discussed
My self image	Puberty	Babies: Contraception and birth	Boyfriends and girlfriends	Real self and ideal self	The year ahead	**Substantive** Hot task linked to key knowledge **Disciplinary**
self image, body image	physical, emotional	conception, pregnancy	attracted, relationship	body-talk, self-esteem	transition, emotional	Create a mind map to show all topics discussed

PE – Year 3

Summer A - Athletics
Summer B - Athletics

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Summer A **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics **Summer B** **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	• To be able to catch a ball • To be able to throw a ball • To be able to run a race	• To move with control and power • To run at different speeds • To throw and catch a ball • To hit a ball	• For jumping your legs are the main body part to do this. • To land your feet will be spread out • For running your legs and arms are the main body part for this • To throw you will use your arms

Sequence of Learning

To refine jumping for height	To jump with power and balance	Consolidate running technique	To know how running affects health and fitness	To throw for distance using different techniques	To throw using different techniques with power	**Substantive Assessment** Hot tasks **Disciplinary Assessment** Show a partner a new skill
Strength, control	Speed, balance	Pump, posture	Heart rate, effect	Throw, power	Transfer, weight	
To refine jumping for distance	To jump with power and balance	Consolidate running technique	To adjust running pace appropriately	To throw for distance using different techniques	To throw using different techniques with power	**Substantive Assessment** Hot tasks **Disciplinary Assessment** Describe a new skill they have developed
Balance, control	Technique, power	Focus, speed	Pace, timings	Aware, distance	Aggression, weight	

PE - Year 4

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Summer A **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics **Summer B** **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	• To be able to catch a ball • To be able to throw a ball • To be able to run a race	• To run with control • To jump with control • To throw and catch a ball • To strike a ball	For jumping your legs are the main body part to do this. To land your feet will be spread out For running your legs and arms are the main body part for this To throw you will use your arms Use your hands to catch a ball

Sequence of Learning

To explore running and jumping	To run and jump effectively	To run for an extended period of time To know how running affects the body	To explore starting positions	To throw for distance using different techniques	To throw using different techniques with power	**Substantive Assessment** Hot task **Disciplinary Assessment** Describe a sequence of actions **Substantive Assessment** Hot task **Disciplinary Assessment** Describe a sequence of actions
Balance, control	Technique, power	Pace, motivation	Posture, positioning	Throw, distance	Aggression, transfer	
To link forward movements together	To link forward movements together	To run rapidly as part of a team	To run a curve with control	To throw for distance using different techniques	To apply techniques to competitions	
Control, fluid	Technique, power	Teamwork, explosion	Positioning, long strides	Distance, throw	Participation, fair play	

Computing—Year 3

Summer A - Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.
Summer B - This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Disciplinary knowledge	Substantive knowledge B
Summer A NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 Summer B 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	• Children to know what scratch is. • Children to know what an open and closed question is. • Children to know what a branch is • Children to know how to create an animation	• To know a text box is used for text • To know a larger font size will make the text bigger • A magazine has pictures and text	• A picture and text shows something you are talking about. • Fonts and text sizes are used for writing • A magazine is for advertising • Letters and newspapers are for retelling information	• To know characters are used for animation • To know characters cannot move without direction • To know extensions create a sequence •	• Characters are a person or thing • Directions are for movement • Extension blocks are for extending a sequence • Debugging is taking apart a programme

Words and pictures To become familiar with 'text' and 'images' and to be able to give advantages and disadvantages for both	Can you edit it? To explore publisher changing fonts, text sizes and colour	Great template! To create their own magazine template	Can you add content? Add text and images to their magazine templates	Lay it out To look at a range of page layouts such as letters and newspapers,	Why desktop publishing? Learners will explain what desktop publishing means in their own words	Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge
Image, appropriate	Publish, edit	Creation, ideas	Evaluate, product	Presentation, difference	Wider world, benefits	
Moving a sprite To investigate how characters can be moved using 'events'	Maze movement To program a sprite to move in four directions	Drawing lines To introduce learners to extension blocks in Scratch	Adding features Learners will be given the opportunity to use additional Pen blocks	Debugging movement To explore the process of debugging	Making a project learners will design and create their own projects	Assessment Substantive knowledge Quiz on substantive knowledge Disciplinary knowledge
Keys, improve	Character, suitable	Blocks, extension	Features, command	Design, modify	Project, evaluation	

Computing—Year 4

Summer A - Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.
Summer B - Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Disciplinary knowledge	Substantive knowledge B
Summer A 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 **Summer B** 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	• How to create algorithms • To be able to use a loop • How to collect data • How to log data • To be able to think of questions to collect data.	• Software changes an image • Colours can effect feelings • Images can be duplicated • To know a text box is used for text	• Images can be edited • Red resembles anger, yellow resembles happiness • Copying can be done by copy and paste. • Fonts and text sizes are used for writing	• Instructions are for following • Infinite means forever. • Sequences are used in programmes	• Instructions come in a list • Loops are continuous cycles • A number of events create a sequence

Changing digital images To introduce learners to the concept of editing images	**Recolouring** To look at the effect that different colours and filters can have on an image	**Cloning** To introduce to the cloning tool	**Combining** To learn how to use different tools to select areas of an image	**Creating** Learners will apply all the skills they have learnt in the unit so far.	**Evaluating** Learners will review the image that they created in Lesson 5.	**Assessment** **Substantive knowledge** Quiz on substantive knowledge **Disciplinary knowledge**
Image, edit	Filter, changing	Removing, improve	Experiment, select	Describe, suitable	Evaluate, feedback	
Using loops to create shapes Learners look at real-life examples of repetition, and identify which parts of instructions are repeated	**Different loops** Learners look at different types of loops	**Animate your name** To create designs for an animation of the letters in their names.	**Modifying a game** To look at an existing game and match parts of the game with the design	**Designing a game** To design their own games based on the model project	**Creating your games** Learners to build their game	**Assessment** **Substantive knowledge** Quiz on substantive knowledge **Disciplinary knowledge**
Repetition, continuous	Infinite, controlled	Outcome, object	Changing, reuse	Design, explain	Create, evaluate	

Food - In French, we will learn the names of some foods, including fruit and vegetables, cutlery and cooking ingredients. We will also learn how to say which foods we like and dislike, and to say what we are eating.
School - In French we will learn to talk about our school day and favourite subjects. We will learn to talk about how we travel to school, become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case.

Curriculum Objective	Prior Knowledge	Substantive Knowledge	Disciplinary Knowledge
NC1: I can listen attentively to spoken language and show understanding by joining in and Responding. **NC2**: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. **NC3**: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **NC4**: I can speak in sentences, using familiar vocabulary, phrases and basic language structures. **NC7**: I can read carefully and show understanding of words, phrases and simple writing. **NC8**: I can appreciate stories, songs, poems and rhymes in the language.	• Greetings • Numbers to 20 • Colours • Animals • Days of the week	**Food** • un gâteau (a cake) • un poisson (a fish) • les pommes (f), (the apples) • des frites (f) (some chips) • un couteau (a knife) • une fourchette (a fork) • le pain (the bread) • Mélanger (to mix) **School** • à pied (on foot) • en voiture (by car) • la salle de classe (the classroom) • la cour (the playground), • un crayon (a pencil) • Midi (midday) • l'anglais (m) (English) • le français (m(French),	• Be able to read out loud basic phrases. • Use phonic knowledge to read words. • Read and understand words and phrases written down. • Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour. • Understand standard language (sometimes asking for words or phrases to be repeated). • Ask simple conversational questions and respond appropriately. • Pronounce common words consistently using accurate attempts. • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.

Sequence of Learning

Food Vocabulary une glace (an ice cream), un gâteau (a cake), des chips (f) (some crisps), un chou (a cabbage), des petits pois (m) (some peas), un poisson (a fish)	**I like to eat...** Vocabulary les pommes (f), (the apples), les fraises (f) (the strawberries), les tomates (f) (the tomatoes), les carottes (f) (the carrots), les bananes (f)(the bananas), les poires (f) (the pears), les pommes de terre (f) (the potatoes), les cerises (f) (the cherries), les raisins (m) (the grapes)	**What are you eating?** Vocabulary un sandwich (a sandwich), des frites (f) (some chips), du chocolat (some chocolate), de la pizza (some pizza), des spaghettis (m) (some spaghetti), du fromage (some cheese), du poulet(some chicken) du riz (some rice)	**Cutlery** Vocabulary un couteau (a knife), une fourchette (a fork), une cuillère à soupe (a tablespoon), une cuillère à café (a teaspoon), un bol (a bowl), une poêle (a frying pan), un verre (a glass), une tasse (a cup)	**Ingredients** Vocabulary les œufs (m) (the eggs), le lait (the milk), le sucre (the sugar), le pain (the bread), le beurre (the butter), la cannelle en poudre (the ground cinnamon)	**French toast** Vocabulary Mélanger (to mix), tremper (to soak), metre (to put), faire cuire (to cook), saupoudrer (to dust)	**Disciplinary** **Food** Have a French food afternoon were pupils name and taste different foods. **School** Presentation of their classroom to another class in Key Stage **Substantive** Hot task covering a range of key vocabulary learnt across both units
How do you go to school? Vocabulary à pied (on foot), en bus (by bus), en voiture (by car), en train (by train), à vélo (by bicycle), en avion (by plane), en bateau (by boat)	**Rooms** Vocabulary la salle de classe (the classroom), la cour (the playground), la grande salle (the hall), les toilettes (f) (the toilets), la cuisine (the kitchen), le parking (the car park), la bibliothèque (the library), le terrain de sport (the sports ground), la salle d'informatique (the computer room)	**In Your Pencil Case** Vocabulary un crayon (a pencil), une gomme (a rubber), une règle (a ruler), un stylo (a pen), une calculatrice, (a calculator), un feutre(a felt-tip pen), un bâton de colle (a glue stick), un crayon de couleur (a coloured pencil), un taille-crayons (a pencil sharpener), des ciseaux (m) (a pair of scissors)	**What time is it?** Vocabulary Midi (midday), minuit (midnight), du matin (in the morning), du soir (in the evening), de l'après-midi (in the afternoon), de la nuit (in the night), et demie (half past)	**Subjects** Vocabulary les mathématiques (f) (maths), l'anglais (m) (English), le français (m (French), les sciences (f) (science), le sport (PE), le dessin (art), l'informatique (f) (ICT), la musique (music), l'espagnol (m) (Spanish)	**The Magic Bag** Vocabulary l'école (f) (school), un sac (a bag), une calculatrice (a calculator), une flûte (a flute), une souris (a mouse), un éléphant (an elephant)	

French - Year 4

Summer A - The Body

Summer B - Sports

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: I can listen attentively to spoken language and show understanding by joining in and Responding. NC2: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. NC3: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. NC4: I can speak in sentences, using familiar vocabulary, phrases and basic language structures. NC7: I can read carefully and show understanding of words, phrases and simple writing. NC8: I can appreciate stories, songs, poems and rhymes in the language.	• How much does it cost? • Shops • At the shops • What are you like? • We're all different • I'm wearing	• **The body** le visage the face j'écris I write J'ai mal à la tête. I have a headache. le Petit Chaperon rouge Little Red Riding Hood une maison a house un coup de pied a kick **Sports** le foot football le vélo cycling une équipe a team un spectateur a spectator	• Be able to read out basic phrases • To use phonic knowledge to read words. • Understand a range of everyday phrases • Pronounce simple words and understand their meaning. • To be able to respond to simple phrases.

• My face	• What are you doing?	• It hurts	• Fairly tales	• Where do they live?	• Little red riding hood	

le visage   the face
l'œil (m)   the eye
les yeux   (m)   the eyes
le nez   the nose
la joue   the cheek
l'oreille (f)   the ear
la bouche   the mouth
les dents   (f)   the teeth
	je cours I run
	j'écris I write
	je lis I read
	je parle I talk
	j'écoute I listen
	je nage I swim
	je marche I walk
	je peins I paint
		J'ai mal à la tête.
		          I have a headache.
		J'ai mal au bras.
		          My arm is hurting.
		J'ai mal à l'oreille.
		          I have earache.
		J'ai mal au pied.
		          My foot is hurting.
		J'ai mal au ventre.
		          I have stomachache.
		J'ai mal au dos.
		          I have backache.
		J'ai mal au genou.
		          My knee is hurting.
		J'ai mal au doigt.
		          My finger is hurting.
		J'ai mal aux dents.
		          I have toothache.
			le prince the prince
			l'ogre (m) the ogre
			Cendrillon Cinderella
			l'ours (m) the bear
			le loup the wolf
			la grand-mère the grandmother
			la grenouille the frog
			la méchante belle-mère
			        the wicked stepmother
			le Petit Chaperon rouge
			        Little Red Riding Hood
				une maison a house
				une chaumière a cottage
				une forêt a forest
				un palais a palace
				un château a castle
				une grotte a cave
				un marais a swamp
				un pont a bridge
					un coup de pied a kick
					affamé hungry
					apporter to take
					frapper to knock
					entendre to hear
					voir to see
						Substantive
						
						Hot task based on key vocabulary

• Sports	• What sport do you like doing?	• At the stadium	• Wimbledon	• Can you…?	• A tennis match	**Disciplinary** Create presentation of a healthy meal

le foot   football
le tennis   tennis
le tennis de table   table tennis
le basket   basketball
le cricket   cricket
le rugby   rugby
	la danse dancing
	la natation swimming
	le vélo cycling
	l'équitation (f) horse riding
	le skate
	        skateboarding
	le surf surfing
	l'escalade (f) climbing
	le footing jogging
		un stade a stadium
		une équipe a team
		un joueur de foot
		          a football player
		un directeur a manager
		un terrain a pitch
		un arbitre a referee
		un ballon de foot
		          a football
		un sifflet a whistle
		un spectateur a spectator
			un court a court
			une raquettea racket
			un joueur de tennis
			          a tennis player
			un arbitre an umpire
			un spectateur a spectator
			un ramasseur de balles
			          a ball boy
			une balle de tennis
			          a tennis ball
			des fraises (f) à la crème
			          strawberries and cream
				jouer au tennis to play tennis
				jouer au foot to play football
				jouer au hockey to play hockey
				jouer au netball to play netball
				jouer au rugby to play rugby
				jouer au cricket to play cricket
				faire du véloto go cycling
				faire du ski to go skiing
					un billet a ticket
					travailler to work
					malade ill
					célèbre famous
					triste sad
					content happy
					frapper to hit or knock
					ramasser to collect
					donner to give	