



# Tremors

## Year 3/4 Cycle 1

### Autumn 2 and Spring 1



Tremors			
Science (Autumn 2) Rocks	Geography Physical Geography, Natural disasters	Design Technology (Autumn 2) Structures	PE (Autumn 2) Gymnastics
RE (Autumn 2) Christianity: Christmas	Computing (Autumn 2) Multimedia: Make My eBook/My Art in Different Styles	PSHE (Autumn 2) Celebrating difference	
Science (Spring 1) Forces and Magnets	Art and Design (Spring 1) Sculpture	PE (Spring 1) Dance	RE (Spring 1) Christianity: Jesus' miracles
Computing (Spring 1) Programming: Making My Kodu	PSHE (Spring 1) Dreams and Goals	French (Spring 1) Age, colours, Easter	

<b>Rocks</b>		<b>Term: 2</b>	<b>Year: 3/4 Cycle 1</b>
<b>Foundations of previous learning:</b> Not previously taught.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Create groups for sorting</p> <p>Combine properties required for an application</p> <p>Begin to use science model to help describe</p> <p>Remember science words used before</p>	<p>To know there are different types of rocks.</p> <p>To know rocks have lots of uses</p> <p>To know how fossils are made</p> <p>To know soils are made from rocks &amp; organic matter</p>	<p>Rock</p> <p>Igneous</p> <p>Metamorphic</p> <p>Sedimentary</p> <p>Smooth</p> <p>Shiny</p> <p>Rough</p> <p>Crumbly</p> <p>Grainy</p> <p>Crystals</p> <p>Hard</p> <p>Soft</p> <p>cold</p> <p>fossil</p> <p>sediment</p> <p>layers</p> <p>pressure</p> <p>soil</p> <p>organic matter</p> <p>vegetation</p> <p>compost</p>
	<p><b>Assessment of Skills</b></p> <p>Explaining science</p> <p>Classification</p> <p>(See Phil Watkins Assessment boards)</p>	<p><b>Assessment of Knowledge</b></p> <p>Are there different types of rock?</p> <p>What can rock be used for?</p> <p>How are fossils made?</p> <p>What is soil made of?</p>	

## Geography

Physical Geography, Natural disasters	Topic: Tremors	Term: Autumn 2 and Spring 1	Year: 3/4 Cycle 1
<p><b>Foundations of previous learning:</b>            In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<p><b>Year 3</b>  <u>Knowledge &amp; Understanding</u>            Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features. Make comparisons of the same geographical features in different countries. Identify how people both damage and improve the environment.  <u>Practical</u>            Locate geographical features on a map or atlas using symbols shown in a key. Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.</p> <p><b>Year 4</b>  <u>Knowledge &amp; Understanding</u>            Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. Explain how people try to sustain environments. Describe and explain how physical processes have changed the characteristics of a landscape, country or continent. Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p>	<ul style="list-style-type: none"> <li>• To know that volcanoes are openings in the Earth's surface.</li> <li>• To know that volcanoes are usually located where tectonic plates meet.</li> <li>• To know that hot liquid rock under the earth's surface is called magma.</li> <li>• To know that volcanoes can be active and dormant.</li> <li>• To be able to label a diagram of the Earth's structure with the key vocabulary; crust, mantle and core.</li> </ul>	Rough Smooth Sharp Rounded Bumpy Lumpy Jagged Polished Crumbly Grainy Speckled Pitted Streaked Active Dormant Volcano
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	Autumn Assessment Make comparisons of the same geographical features in different countries. <b>(Y3)</b> Describe and compare different features of human and physical geography, offering explanations for the locations for some of these features. <b>(Y3)</b> Locate the countries of Europe, Russia, North America and South America. <b>(Y4)</b> Describe how physical activity has impacted and/or changed the physical characteristics of a place in the world. <b>(Y4)</b> <b>Spring Assessment</b> Locate geographical features on a map or atlas using symbols shown in a key. <b>(Y3)</b> Identify how people both damage and improve the environment. <b>(Y3)</b> Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world. <b>(Y4)</b> Explain how people try to sustain environments. <b>(Y4)</b>	What are volcanoes? Where are volcanoes usually located? What is magma? What is an active volcano? What is a dormant volcano? Can you label a diagram of the Earth's structure?	

Design Technology – Autumn 2

<b>Structures</b>		<b>Topic: Tremors</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Autumn 2</b>	
<b>Foundations of previous learning:</b> Year 3 children will have generated ideas by drawing on their own and other people’s experiences. Year 4 children will have generated ideas for an item, considering its purpose and the user/s.					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
When designing and making, pupils should be taught to:  Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make Select from and use a wide range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world  Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<p><b>Year 3</b>  <u>Plan and communicate ideas</u>                      Generate ideas for an item, considering its purpose and the user/s.                      Identify a purpose and establish criteria or a successful product.                      Plan the order of their own work before starting.                      Explore, develop and communicate design proposals by modelling ideas.                      Make drawings with labels when designing.  <u>Make (technical knowledge)</u>                      Work safely and accurately with a range of simple tools.                      Think about their ideas as they make progress and be willing to change things to improve their work.  <u>Evaluate</u>                      Evaluate their product against the original design criteria.</p> <p><b>Year 4</b>  <u>Plan and communicate ideas</u>                      Generate ideas, considering the purposes for which they are designing.                      Make labelled drawings from differing views showing specific features.                      Evaluate a product and identify criteria that can be used for their own designs.  <u>Make (technical knowledge)</u>                      Select appropriate tools and techniques for making their product.                      Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques  <u>Evaluate</u>                      Evaluate their work both during and at the end of the assignment.</p>	I know that there are buildings that have been designed to be earthquake proof. I can tell you an example of an earthquake proof design. I can produce a design for an earthquake proof building. I can discuss how I might strengthen a building.	Earthquake Architect Building Design Strengthen Withstand		
	Assessment of Skills		Assessment of Knowledge		
		<p><b>Year 3</b>                      Generate ideas for an item, considering its purpose and the user/s.                      Work safely and accurately with a range of simple tools.  <b>Year 4</b>                      Generate ideas, considering the purposes for which they are designing.                      Select appropriate tools and techniques for making their product.</p>	Can you name an example of an earthquake proof building?  How has that building been made earthquake proof?  How could you strengthen a building to withstand an earthquake?		

Physical Education – Autumn 2

<b>Gymnastics</b>		<b>Term: Autumn 2</b>	<b>Year: 3/4 cycle 1</b>
<b>Foundations of previous learning:</b>			
<p><b>Year 1 Gymnastics</b>            Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.            Pat, throw, kick, stop and sometimes catch a ball.            Accurately shadow a partner's movements.            Create simple movement patterns, showing awareness of rhythm.            Run a short distance with some control. Jump with both feet from standing.            Throw a projectile in a given direction.            Show control and co-ordination when moving or standing still.            Perform basic sequences, using space safely and recognising simple technical words.            Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.            Manage the space safely, showing good awareness of each other, mats and apparatus.            Make up and perform simple movement phrases in response to simple tasks.            Link and repeat basic gymnastic actions.            Perform movement phrases with control and accuracy            Know when their body is active and talk about the difference between tension and relaxation.            Carry and place appropriate apparatus safely, with guidance.            Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language            Copy a partner's sequence of movement.            To show their understanding            To perform as an individual and as part of a group.  <i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>	<p><b>Year 2 Autumn 2 Gymnastics</b>            Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.            Take part in activities and work with others to complete a task.            Perform a range of actions with control and coordination            Repeat accurately sequences of gymnastic actions            Move smoothly from a position of stillness to a traveling movement            Move smoothly and in a controlled way from one position of stillness to another            Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end            Adapt the sequence to include apparatus or a partner.            Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency            Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool            Recognise and avoid risks when handling and placing apparatus .            Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control            Choose one aspect of their sequence to improve, and say how to improve it .            To identify and show their understanding.            To perform as an individual and as part of a group.  <i>Assessment: Move smoothly from one action to another in a gymnastics sequence.</i></p>	<p><b>Year 2 Summer 2</b>            Create their own shapes on a range of body parts and hold balances still.            Identify which part of a performance may need to be improved.            Work with a partner to create their own matching balance.            Perform paired balances on different pieces of equipment.            Demonstrate three different types of roll correctly, including a curled side roll.            Show control when performing log, teddy bear and curled side rolls.            Perform at least two types of jump correctly, showing a clear body shape in the air.            Jump off apparatus independently and land safely            Can compose, remember and perform their own sequence containing at least one roll, balance and jump.            Describe what is good about a sequence and identify an area for improvement.            Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump.            Show good control when performing balances, jumps and rolls, and link movements together to make a sequence.  <i>Assessment: Can compose, remember and perform their own sequence containing at least one roll, balance and jump.</i></p>	
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel Practice an action or short sequence of movements, and improve the quality of the actions and transitions Show control, accuracy and fluency of movement when performing actions on their own and with a partner Devise and perform a gymnastic sequence, showing a clear beginning, middle and end Adapt a sequence to include different levels, speeds or directions Work well on their own and contribute to pair sequences Understand the importance of warming up Identify when their body is warm and stretched ready for gymnastic activity Understand that strength and suppleness are important parts of fitness Explain the differences between two performances Identify when two performances have the same elements and order, and comment on their quality Understand what is involved in the process of improving a performance	Combination Apparatus Shape Balance Travel Action Transitions Control Accuracy Movement Gymnastic Sequence Beginning Middle End Strength Fitness	
	<b>Assessment</b>		
	Compose and perform a series of gymnastics actions combining floor, mats and apparatus.		

Religious Education – Autumn 2

<b>Topic: Christianity: Christmas</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Autumn 2</b>
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**Foundations of previous learning:**  
 To have an understanding of the Christmas story and reasons for Jesus’ birth.  
 To understand why Christians may believe Jesus’ was a gift.

**Unit Learning**

<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<p><b>Has Christmas lost its true meaning?</b></p> <ul style="list-style-type: none"> <li>To find out what the true meaning of Christmas is to Christians.</li> <li>To compare this with that Christmas means to us.</li> </ul>	<p><b>Thinking about religion and belief</b>            make links between beliefs, stories and practices            identify the impacts of beliefs and practices on people’s lives</p> <p><b>Enquiring, investigating and interpreting</b>            ask significant questions about religions and beliefs            describe and suggest meanings for symbols and other form of religious expression</p> <p><b>Beliefs and teachings (what people believe)</b>            describe some religious beliefs and teachings of religions studied, and their importance</p> <p><b>Practices and lifestyle (what people do)</b>            describe how some features of religions studied are used or exemplified in festivals and practices</p> <p><b>Expression and language (how people express themselves)</b>            make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p><b>Identity and experience (making sense of who we are)</b>            compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p><b>Meaning and purpose (making sense of life)</b>            compare their own and other people’s ideas about questions that are difficult to answer</p>	<p>To understand the significance of key symbols within the Christmas story.            To understand that Christmas holds a special meaning for Christians.            To understand that the meaning of Christmas for Christians is to celebrate Jesus as the incarnation of God.            To identify ways in which non-traditional Christmas celebrations may differ from the Christian celebrations.</p>	<p>Advent            Incarnation            Candle            Shepherds            Wise men            Star            Nativity            Thankful</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can explain what Christmas means to me and talk about whether this is giving and receiving gifts.            I can start to compare what Christmas means to Christians and what it means to me.</p>	<p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p>	

Computing – Autumn 2

Make My eBook/My Art in Different Styles		Topic: Multimedia	Year: 3	Term: Autumn 2	
<b>Foundations of previous learning:</b> Children from Year 2 are be able to... <ul style="list-style-type: none"> <li>• use technology to organise and present my ideas in different ways.</li> <li>• use the keyboard on my device to add, delete and space text for others to read.</li> <li>• tell you about an online tool that will help me to share my ideas with other people.</li> <li>• save and open files on the device I use.</li> </ul>					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration  To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<b>Information Technology:</b> Use software or search engines effectively. Design a questionnaire to collect data. To combine text and graphics. To select information to put into a data table.  <b>Logging in</b> Navigate public drive to save and retrieve files <b>Basic use of devices</b> Connect peripheral devices using USB lead Use images saved to camera roll within a variety of Apps. Use Save and Save As on laptops and PCs. Copy and rename files to edit on tablets <b>Research</b> Use safe search engine eg. Primary ICT / Swiggle <b>Keyboard</b> Use individual fingers to input text and use SHIFT key to type characters. Amend text by highlighting and using SELECT/DELETE and COPY/PASTE. Swap between letters and symbol input on a tablet Add shapes and word art to documents and presentations	<b>Make My eBook</b> To combine a mixture of text, graphics and sound to share my ideas and learning. To use appropriate keyboard commands to amend text on my device. To evaluate my work and improve its effectiveness.  <b>My Art in Different Styles</b> To create different effects with different technology tools. To combine a mixture of text, graphics and sound to share my ideas and learning. To evaluate my work and improve its effectiveness.	Animate Animation App Backspace Clipart Copy Delete Document Edit Enter Folder Font Greenscreen Image Insert Hyperlink Keyboard	Layout Narration Open Photo(graph) Right click Save Select Shift Slides Software Sound Space bar Style Text Video / Film	
	<b>Assessment of Skills/Assessment of Knowledge</b>				
		<b>Make My eBook</b> Can you manage the layout of the text and images you have added to your e-book? Can you import narration independently?  <b>My Art in Different Styles</b> Can you upload a photo, edit it in different styles and save a screengrab? Can you identify the common features of different moods of music? Can you talk about how green screening can be used in filmmaking? Can you choose an appropriate image and music sequence for your video?			

PSHE – Autumn 2

<b>Celebrating difference</b>		<b>Jigsaw</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>		
Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference compliments	I understand that everybody's family is different and important to them I appreciate my family/the people who care for me I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat) I can tell you about a time when my words affected someone's feelings and what the consequences were I know how to give and receive compliments	Family Different Appreciate Family Care Differences Conflict Calm Witness Bullying Help Situation Better Worse Problem solving Hurtful Affect Feelings Consequences Compliments		
	<b>Assessment</b>			
	<b>Year 3</b> I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels <b>Year 4</b> I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are			

Science –Spring 1

Forces and magnets		Term: 3	Year: 3/4 Cycle 1	
<p><b>Foundations of previous learning:</b></p> <p><b>Year 1</b></p> <p>Recognise a push or a pull as a force needed to move an object.            Recognise that a force can be bigger or smaller and acts in a particular direction.            Explore how to push objects further with more force.            Explore how to push/pull heavier objects with more force.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects and some forces act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>Begin to use a science model to describe</p> <p>Predict cause &amp; effect</p> <p>Follow written instructions</p>	<p>To know what a force is.</p> <p>To know what a contact force is and be able to measure them.</p> <p>To know what a magnet is and how it behaves.</p> <p>To know that not all magnets are the same.</p> <p>To know which materials are magnetic and why.</p>	<p>Force</p> <p>push</p> <p>pull</p> <p>contact force distance</p> <p>force</p> <p>gravity</p> <p>force arrow</p> <p>movement</p> <p>magnetic</p> <p>magnetism</p> <p>poles</p> <p>north</p> <p>south</p> <p>attract</p> <p>repel</p> <p>non-magnetic</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Explaining science</p> <p>Designing experiments</p> <p>(See Phil Watkins Assessment boards)</p>	<p>What is a force?</p> <p>How can we show and measure contact forces?</p> <p>What is gravity?</p> <p>How do magnets behave?</p> <p>Are all magnets the same?</p> <p>What materials are magnetic?</p>		

Art and Design –Spring 1

<b>Sculpture</b>		<b>Topic: Tremors</b>	<b>Term: Spring 1</b>	<b>Year: 3/4 cycle 1</b>
<b>Foundations of previous learning:</b> Year 3 children will have looked at sculpture and experimented with recreating them using everyday objects. Year 4 children will have experimented with a variety of ways to record ideas.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Pupils should be taught:  To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<u>Year 3</u> Use sketchbooks to records drawings from observations Begin to include detail within work Mix and match colours creating palettes to match images. Explore complementary and opposing colours in creating patterns. Use a variety of ways to record ideas including digital cameras and iPads. Develop in confidence when adding greater detail and texture to 3D work. Experiment with a wider range of materials.	To know that sculptures can be created from different materials.  To know that art work can be recorded in a variety of different ways.	Colour Material Record Digital cameras Ipads Record Present Perspective	
	<u>Year 4</u> Develop the range of work recorded in sketch books Lighten and darken tones using black and white Experiment with different tones using graded pencils Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways	<b>Assessment of Knowledge</b>		
	<u>Year 3</u> Experiment with a wider range of materials. Use a variety of ways to record ideas including digital cameras and iPads.	What materials can you use to create a sculpture? How could you record your work?		
<u>Year 4</u> Develop the range of work recorded in sketch books. Present work in a variety of ways.	<b>Assessment of Skills</b>			

Physical Education –Spring 1

<b>Dance</b>		<b>Term: Spring 1</b>	<b>Year: 3/4 cycle 1</b>
<b>Foundations of previous learning:</b>			
<p><b>Year 1:</b>          Accurately shadow a partner’s movements.          Create simple movement patterns, showing awareness of rhythm.          Show control and co-ordination when moving or standing still.          Perform basic sequences, using space safely and recognising simple technical words.          Respond to different stimuli with a range of actions          Copy and explore basic body actions demonstrated by the teacher          Copy simple movement patterns from each other and explore the movement          Choose movements to make into their own phrases with beginnings, middles and ends          Practice and repeat their movement phrases and perform them in a controlled way          Know where their heart is and understand why it beats faster when exercising          Use simple dance vocabulary to describe movement          Talk about dance, linking movement to moods, ideas and feelings          To identify and show their understanding  <i>Assessment: Compose and perform a phrase in dance with a beginning, middle and end.</i></p>		<p><b>Year 2:</b>          Perform some dance moves, showing rhythm and choosing the best movements to show my ideas.          Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.          Take part in activities and work with others to complete a task.          Talk about different stimuli as the starting point for creating dance phrases and short dances.          Explore actions in response to stimuli          Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range          Choose movements to make into their own phrases with beginnings, middles and ends          Practice and repeat their movement phrases and perform them in a controlled way          Know where their heart is and understand why it beats faster when exercising          Use simple dance vocabulary to describe movement          Talk about dance, linking movement to moods ideas and feelings          To identify and show their understanding.          To perform as an individual and as part of a team  <i>Assessment: Improvise and experiment with actions to explore ideas, moods and feelings in dance.</i></p>	
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>		<b>Vocabulary</b>
<p>Perform dances using a range of movement patterns           Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Show an imaginative response to different stimuli through their use of language and choice of movement          Incorporate different qualities and dynamics into their movement          Explore and develop new actions while working with a partner or a small group          Link actions to make dance phrases, working with a partner and in a small group          Perform short dances with expression, showing an awareness of others when moving          Describe what makes a good dance phrase          In simple language, explain why they need to warm up and cool down          Sustain their effort in their dances          Use a range of expressive language to describe dance          Recognise unison and canon and suggest improvements</p>		<p>Dance          Performance          Sequence          Movement          Routine          Stimuli          Dance phrases          Warm up          Cool down</p>
	<b>Assessment</b>		
	<p>Explore and develop new actions for a dance phrase incorporating different qualities and dynamics.</p>		

Religious Education –Spring 1

<b>Topic: Christianity: Jesus’ miracles</b>		<b>Year: 3/4 Cycle 1</b>	<b>Term: Spring 1</b>
<b>Foundations of previous learning:</b> To understand that many Christians believe Jesus was God in human form. To have an awareness of some key bible stories, involving Jesus and his actions.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Could Jesus heal people? Were these miracles or is there some other explanation?</b> <ul style="list-style-type: none"> <li>To retell bible stories when miracles have happened.</li> <li>To question whether Jesus really did perform miracles.</li> </ul>	<b>Thinking about religion and belief</b> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people’s lives  <b>Enquiring, investigating and interpreting</b> ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression  <b>Beliefs and teachings (what people believe)</b> describe some religious beliefs and teachings of religions studied, and their importance  <b>Expression and language (how people express themselves)</b> make links between religious symbols, language and stories and the beliefs or ideas that underlie them  <b>Identity and experience (making sense of who we are)</b> compare aspects of their own experiences and those of others, identifying what influences their lives  <b>Meaning and purpose (making sense of life)</b> compare their own and other people’s ideas about questions that are difficult to answer	To understand what a miracle is. To know that the bible contains many stories of Jesus performing miracles. To be able to retell the story of ‘the Blind Man’ and ‘the Paralysed man’. To know why Christians believe Jesus was able to perform miracles.	Miracle Blind Man Healed Power Expectations Nature Heal Paralysed man Incarnation
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can talk about some of the things in the world that people may think of as miracles and begin to tell you about a miracle I would like to see happen today I can start to say whether I believe Jesus actually healed people or not.	I can explain one Christian viewpoint about one of Jesus’ healing miracles.	

Computing –Spring 1

Making My Kodu		Topic: Programming	Year: 3	Term: Spring 1
<p><b>Foundations of previous learning:</b>            Children from Year 2 are be able to...</p> <ul style="list-style-type: none"> <li>• give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</li> <li>• tell you the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>• program a robot or software to do a particular task.</li> <li>• look at my friend’s program and tell you what will happen.</li> <li>• use Coding software to make objects move.</li> <li>• watch a program execute and spot where it goes wrong so that I can debug it.</li> </ul>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Computer Science:</b>            Understand that code can be programmed to execute at different times.            Work with various forms of input/ output.            Can program a sequence of actions, making different pieces of code execute at different times.            Can understand conditional events in the background.            Can write and debug programs that accomplish specific goals.</p>	<p>To put programming commands into a sequence to achieve a specific outcome.            To break an open-ended problem up into smaller parts.            To describe the algorithm I will need for a simple task.            To keep testing my program and can recognise when I need to debug it.</p>	<p>Algorithm            Background            Block            Collaboration            Control            Costume            Debug            Event            Forever            Imagine            Implement            Input</p>	<p>Make mistakes            Movement            Pattern            Output            Persevere            Repeat            Rotation            Sequence            Sprite            Stage            Wait / Pause</p>
	<b>Assessment of Skills/Assessment of Knowledge</b>			
	<p>Can you create a program to control an in-game character with the arrow keys?            Can you talk through the different things you will need to do to create a program to command two or more characters to race to eat a set amount of objects?            Can you talk through the different things you will need to do to program Kodu to create a game?            Can you recognise any mistakes in my game as you control characters and keep score?</p>			

PSHE –Spring 1

<b>Dreams and Goals</b>		<b>Jigsaw</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Spring 1</b>
<b>Foundations of previous learning:</b> Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>		
Dreams and goals My dreams and ambitions A new challenge Our new challenge Overcoming obstacles Celebrating my learning	<p>I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) I can identify a dream/ambition that is important to me I can imagine how I will feel when I achieve my dream/ambition I enjoy facing new learning challenges and working out the best ways for me to achieve them I can break down a goal into a number of steps and know how others could help me to achieve it I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage the feelings of frustration that may arise when obstacles occur I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p> <p align="center"><b>Assessment</b></p> <p><b>Year 3</b> I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p> <p><b>Year 4</b> I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>Difficult Challenge Achieve Success Respect Admire Overcome Obstacles Dreams Goals Ambition Challenge Goal Motivated Enthusiastic Responsible Frustration</p>		

MFL – Spring 1

Age, colours, Easter		Lessons 5-7 plus Easter lessons	Year: 3	Term: Spring 1
<b>Foundations of previous learning:</b> Y3 Autumn term: Children will already know numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Listen attentively to spoken language and show understanding by joining in and responding  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  Engage in conversations; ask and answer questions  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Read carefully and show understanding of words, phrases and simple writing  Appreciate stories, songs, poems and rhymes in the language	To be able to participate in chorusing a finger rhyme. Understand and respond to a question. Make links between sounds and spelling and recognise some familiar words in written form. Letter strings oi eu Perform actions to a French song. Experiment with writing.	Revise numbers and be able to ask for and state age. To know colours in French.	Quel âge as tu? Jai .... ans. Rouge Bleu Blanc Noir Vert Jaune Orange Rose	Gris Violet Marron Un oeuf de pâques Un lapin de pâques Un poussin Du chocolat
	Assessment of Skills	Assessment of Knowledge		
	Perform actions to a French song.  To be able to participate in chorusing a finger rhyme.	What is your name? Can you ask me my name in French? What colour is this?		