



# The Boy King

## Year 3/4 Cycle 1

### Spring 2 and Summer 1



The Boy King			
Science (Spring 2) Light	History Ancient Civilizations	Design Technology (Spring 2) Choosing and Combining materials	PE (Spring 2) Tennis
Music (Spring 2) Glockenspiel Stage 1	RE (Spring 2) Christianity: Easter (forgiveness)	Computing (Spring 2) TIOL: My Safe Search/Scan My QR Codes	PSHE (Spring 2) Healthy Me
Science (Summer1) Plants	Art and Design (Summer 1) Clay, pencil technique	PE (Summer 1) Rounders	Music (Summer 1) Three Little Birds
RE (Summer 1) Hinduism: Hindu Beliefs	Computing (Summer 1) Programming: Make My Crumble Buggy	PSHE (Summer 1) Relationships	French Names of fruit, Days of the week, Months of the year.

Science - Spring 2

<b>Light</b>		<b>Term: 4</b>	<b>Year: 3/4 Cycle 1</b>
<b>Foundations of previous learning:</b> <b>Not previously taught – see EYFS</b>			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Begin to use a science model to describe</p> <p>Predict using cause &amp; effect</p>	<p>To know what light is.</p> <p>To know where light comes from.</p> <p>To know which materials reflect light and let light through.</p> <p>To know what a shadow is.</p> <p>To know that light can be dangerous.</p>	<p>Light</p> <p>Dark</p> <p>Darker</p> <p>Darkest</p> <p>Bright</p> <p>Brighter</p> <p>Brightest</p> <p>Dim</p> <p>light source</p> <p>eye</p> <p>reflect</p> <p>reflective</p> <p>shiny</p> <p>dull</p> <p>shadow</p> <p>block</p> <p>transparent</p> <p>opaque</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>Explaining science</p> <p>Designing experiments</p> <p>(See Phil Watkins Assessment boards)</p>	<p>What is light?</p> <p>Where does light come from?</p> <p>What materials reflect light?</p> <p>What materials let light through?</p> <p>What is a shadow?</p> <p>Why can strong light be dangerous?</p>	

## History

Ancient Civilizations		Topic: The Boy King	Term: Spring 2 and Summer 1	Year: 3/4 cycle 1	
<p><b>Foundations of previous learning:</b>            To know how the people of the Stone Age progressed and made developments in their lifestyles            To interpret sources such as cave painting and artefacts from the time to learn about the past            To understand how to place events from a period of time in order, beginning to look at timelines as progression from sequencing.</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following Ancient Egyptians.	<p><b>Year 3 skills</b>  <u>Chronological understanding</u>            Uses timelines to place events in order.            Understands timeline can be divided into BC and AD.            Uses words and phrases: century, decade.  <u>Knowledge and understanding</u>            Uses evidence to describe past.  <u>Historical interpretation</u>            Looks at 2 versions of same event and identifies differences in the accounts.  <u>Historical enquiry</u>            Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.            Asks questions such as 'how did people ....? What did people do for ....?'  <u>Organisation and communication</u>            Presents findings about past using speaking, writing, ICT and drawing skills.            Uses dates and terms with increasing accuracy.            Discusses different ways of presenting information for different purposes.</p> <p><b>Year 4 skills</b>  <u>Chronological understanding</u>            Uses words and phrases: century, decade, BC, AD, after, before, during.            Names and places dates of significant events from past on a timeline.  <u>Knowledge and understanding</u>            Shows knowledge and understanding by describing features of past societies and periods.            Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.            Describes how some of the past events/people affect life today.  <u>Historical interpretation</u>            Gives reasons why there may be different accounts of history.  <u>Historical enquiry</u>            Understands the difference between primary and secondary sources of evidence.            Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  <u>Organisation and communication</u>            Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills            Uses dates and terms correctly.            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>To know the roles and responsibilities of a pharaoh.            To know how the ancient Egyptians constructed the pyramids.            To know what the pyramids were used for.            To learn how the ancient civilization developed and the achievements that were made.            Create a timeline including significant events and the development of ancient civilization.            To understand hieroglyphics and to be able to decode them.            To explain the roles of an embalmer.            To know how the ancient Egyptians organised the dead and why this was so important to them.            To have knowledge of BC and AD and to use them accurately when discussing the time periods of Ancient Egypt.</p>	Pharaoh Pyramid Artefact Anubis Civilization Hieroglyphics Preserve Tomb Ancient Embalmer Cartouche Mummy Papyrus Scarab Sphinx Temple Tomb Red Sea Nile Linen Tutankhamun Cleopatra Cairo Archaeologist Artefact		
	Assessment of Skills		Assessment of Knowledge		
	<p><b>Spring Assessment</b>  <b>Year 3</b>            I can place events in order on a timeline.            I can use the terms BC and AD when using a timeline.  <b>Year 4</b>            I can name and date significant events on a timeline from the period of time I am studying.            I can use words and phrases such as century, decade, BC, AD, after, before and during.  <b>Summer Assessment</b>  <b>Year 3</b>            I can suggest different sources of evidences to use to help answer questions.            I can use a variety of ways to present information I have found about the past (discussions, writing, drama, annotations).  <b>Year 4</b>            I can use both primary and secondary sources and use both to find information.            I can consider and use the most appropriate way to present information I have found about the past.</p>		<p>Do you know why the pharaohs were important?            How did the ancient Egyptians build the pyramids?            What were the pyramids used for?            How did the ancient civilization develop, what significant achievements did they make?            Can you write your name in hieroglyphics?            Why did the Egyptians use hieroglyphics?            What does AD and BC mean            Can you organise events in a time line?</p>		

Design Technology – Spring 2

Choosing and combining materials		Topic: The Boy King	Year: 3/4 Cycle 1	Term: Spring 2	
<b>Foundations of previous learning:</b> Year 3 children will have assembled, joined and combined materials in order to make a product. Year 4 children will have measured, marked out, cut, scored and assembled components with more accuracy.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
When designing and making, pupils should be taught to:  <b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Make</b> Select from and use a wider 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  <b>Evaluate</b> 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	<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 for 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> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Think about their ideas as they make progress and be willing to change things to improve their work. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Measure, tape or pin, cut and join fabric with some accuracy <u>Evaluate</u> Evaluate their product against the original design criteria.  <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. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Evaluate product and identify criteria that can be used for their own designs. <u>Make (technical knowledge)</u> Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit <u>Evaluate</u> Evaluate their work both during and at the end of the assignment.	I can explain the purpose of my Egyptian cuff. I can label parts of my design and explain why I have chosen to include them. I can explain why I have chosen a material. I can evaluate what went well with my design. I can identify aspects of my design that can be improved upon.	Design Material Tools Evaluate Audience Purpose Methods Attempts Annotate		
	Assessment of Skills		Assessment of Knowledge		
		<b>Year 3</b> Think about their ideas as they make progress and be willing to change things to improve their work. Explore, develop and communicate design proposals by modelling ideas.  <b>Year 4</b> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. Join and combine materials and components accurately in temporary and permanent ways.	What is the purpose of your Egyptian cuff? Why did you choose parts of your design? What went well with your design? What would you improve on your design?		

Physical Education – Spring 2

<b>Tennis</b>		<b>Term: Spring 2</b>	<b>Year: 3/4 cycle 1</b>
<b>Foundations of previous learning: <i>Tennis not previously taught</i></b>			
<p><b>Year 1 – Netball</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.            Move fluently, changing direction and speed easily and avoiding collision            Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking.            Understand the aspects of tracking, and get in line with the ball to receive it            Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming            Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent’s actions.            Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents            Describe what it feels like when they breathe faster during exercise            Explain why running and playing games is good for them            Watch others movements carefully            Describe what they have done or seen others doing.            Copy what they see and say why it is good            To identify and show their understanding.            To perform as part of a team.  <i>Assessment: Move fluently and control a ball during invasion games.</i></p>		<p><b>Year 2 – Basketball</b>            Jump as high as I can and as far as I can.            Can use an underarm action when aiming at a target and overarm action for distance.            Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.            Can move to catch or collect a ball            Throw a ball in different ways, and decide where to stand to make the game difficult for the other team.            Take part in activities and work with others to complete a task.  <b>Health and Fitness</b>            Can exercise safely            Describe how their body feels  <b>Acquiring and developing skills</b>            Copy and remember actions            Explore actions with control and coordination.  <b>Evaluate and improving</b>            Talk about differences between what they did and somebody else and how they can improve.  <b>Games</b>            To stay in a ‘zone’ during a game            Know where the best place is to be during a game            Can use tactics in a game – attacking and defending            Follows rules  <b>Assessment:</b> <i>Show good awareness of others in invasion games, making decisions about when and where to run.</i></p>	
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Perform the basic skills needed for the games with control and consistency            Keep a game going using a range of different ways of throwing.            Vary the speed and direction of the ball            Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots            Choose good places to stand when receiving, and give reasons for their choice            Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights            Use the rules and keep games going without disputes            Identify what activities and exercises they could use in a warm up            Recognise what happens to their bodies when playing the games            Know why warming up is important            Describe what is successful in their own and others play            Identify aspects of their game that need improving, and say how and where they could go about improving them.</p>	<p>Tennis            Control            Skill            Throwing            Catching            Serving            Direction            Speed            Space            Height</p>	
	<b>Assessment</b>		
	Use a racket to return a ball and keep a rally going, with the body in a good position, during net and wall games.		

Music – Spring 2

<b>Topic: Glockenspiels 1</b>		<b>Year: 3</b>	<b>Spring 2</b>		
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	To play the glockenspiel solo or in an ensemble. To be able to play C,D,E, and F on the Glockenspiel. To compose using the above notes. To play my composition in time with the ensemble.	To know and understand how the language of music is used when playing the glockenspiel. To know musical notation for C,D, E,FI	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspiel Beaters Note Names		
	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Assessment of Skills</th> <th style="text-align: center;">Assessment of Knowledge</th> </tr> <tr> <td>I can play the glockenspiel in a solo or ensemble context, playing with increasing accuracy that show I understand the interrelated dimensions of music. I can follow the instruction of a leader or conductor. I can read musical notation. I can compose using note C,D,E and F.</td> <td>I know the notation that represents C,D,E and F. I understand the meaning of the musical language used when playing the glockenspiel.</td> </tr> </table>	Assessment of Skills		Assessment of Knowledge	I can play the glockenspiel in a solo or ensemble context, playing with increasing accuracy that show I understand the interrelated dimensions of music. I can follow the instruction of a leader or conductor. I can read musical notation. I can compose using note C,D,E and F.
Assessment of Skills	Assessment of Knowledge				
I can play the glockenspiel in a solo or ensemble context, playing with increasing accuracy that show I understand the interrelated dimensions of music. I can follow the instruction of a leader or conductor. I can read musical notation. I can compose using note C,D,E and F.	I know the notation that represents C,D,E and F. I understand the meaning of the musical language used when playing the glockenspiel.				

Religious Education – Spring 2

<b>Christianity: Easter - Forgiveness</b>		<b>Year: 3/4 Cycle 1</b>	<b>Term: Spring 2</b>
<b>Foundations of previous learning:</b> To have a basic understanding of the Easter story and the key symbols. To understand Jesus' resurrection and offer some explanations.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>What is 'good' about Good Friday?</b> <ul style="list-style-type: none"> <li>To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</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 identify similarities and differences between religions and beliefs <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>Practices and lifestyle (what people do)</b> describe how some features of religions studied are used or exemplified in festivals and practices <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 <b>Values and commitments (making sense of right and wrong)</b> make links between values and commitments, including religious ones, and their own attitudes or behaviour	To recall key events within the Easter story. To know the key days within the Easter story. To understand different representations of The Last Supper and Crucifixion. To know that bread symbolises Jesus' body. To know that wine symbolises Jesus' blood. To know what Good Friday symbolises. To understand why Christians believe Jesus' death was part of God's plan. To know that Christians believe Jesus died to rescue others. To understand that Jesus coming back to life shows there will be life in Heaven.	Jesus Palm Sunday The last supper Cross Tomb Bread and wine Maundy Thursday Good Friday Disciples Judas Crucifixion Blood Heaven World
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can suggest how a person may rescue/help others who are in difficult situations. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can start to tell you why Christians believe Jesus' death is important.	

Computing – Spring 2

My Safe Search/Scan My QR Codes		Topic: Technology in Our Lives	Year: 3	Term: Spring 2	
<b>Foundations of previous learning:</b> Children from Year 2 are be able to... <ul style="list-style-type: none"> <li>• tell you why I use technology in the classroom.</li> <li>• tell you why I use technology in my home and community.</li> <li>• understand that other people have created the information I use.</li> <li>• identify benefits of using technology including finding information, creating and communicating.</li> <li>• talk about the differences between the Internet and things in the physical world.</li> </ul>					
Unit Learning					
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	<b>Digital Literacy:</b> Use technology safely, respectfully and responsibly. Identify the importance of reporting concerns about content and contact. Explore offline and online communities as a way to be a good digital citizen.  <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>My Safe Search</b> To describe the World Wide Web as the part of the Internet that contains websites To use search tools to find and use an appropriate website To think about whether you can use images that you find online in my own work. <u>Multimedia (linked)</u> To create different effects with different technology tools  <b>Scan My QR Codes</b> To save and retrieve work on the Internet, the school network or my own device. To explain ways to communicate with others online.	Communicate Computing devices Copyright email Filter Internet QR Code Reliability Search engine Search result Webpage Website World Wide Web		
	Assessment of Skills/Assessment of Knowledge				
	<b>My Safe Search</b> Can you choose a suitable search engine to use? Can you open, edit and save a picture in a paint program? Can you filter a search by using inverted commas?  <b>Scan My QR Codes</b> Can you scan a QR code and talk about ways they are used? Can you talk about different purposes for creating QR codes? Can you create a QR code for others to scan?				

PSHE – Spring 2

<b>Healthy Me</b>	<b>Jigsaw</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Spring 2</b>
<b>Foundations of previous learning:</b> Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy Y2 - I can make some healthy snacks and explain why they are good for my body, I can express how it feels to share healthy food with my friends			
<b>Unit Learning</b>			
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>	
Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify how I feel towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I can take responsibility for keeping myself and others safe at home</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I can take responsibility for keeping myself and others safe at home</p> <hr/> <p align="center"><b>Assessment</b></p> <p><b>Year 3</b></p> <p>I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p> <p><b>Year 4</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	Exercise Body Heart Lungs Organs Fitness Exercise Challenge Drugs Safe Strategies Anxious Scared Medicines Substances Harmful	

Science –Summer 1

<b>Plants</b>		<b>Term: 5</b>	<b>Year: 3/4 Cycle 1</b>
<b>Foundations of previous learning:</b> <b>Year 1</b> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.		<b>Year 2</b> Observe and compare how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Identify & describe the functions of different parts of flowering plants: roots, stem, leaves and flowers  Explore the requirements for plant life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  Investigate the way in which water is transported within plants  Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Begin to use a science model to describe Describe patterns in data, charts & graphs Describe results by linking cause & effect	To know the names of the different parts of a plant. To understand the conditions plants need to grow. To understand how water gets around the plant. To understand pollination, seed dispersal and seed formation.	Grow Seed Bulb Leaf root root hairs stem flower petals pollen eggs fruit germination  seedling water light temperature nutrients reproduction pollination wind insect fertilisation seed dispersal
	Assessment of Skills	Assessment of Knowledge	
	Explaining science Making conclusions (See Phil Watkins Assessment boards)	Can you name the parts of a plant? What conditions do plants need to grow? How does water get around the plant? What is pollination? How do seeds disperse?	

Art and Design –Summer 1

Clay, Pencil technique		Topic: The Boy King	Term: Summer 1	Year: 3/4 Cycle 1
<b>Foundations of previous learning:</b> Year 3 children will have developed an understanding of 2D and 3D across painting and sculpture and will have explored the relationship between mood and colour. Year 4 children will have experimented with a wider range of materials and will have begun to discuss artistic/visual vocabulary.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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 record drawings from observation. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). Mix and match colours (create palettes to match images). Use sketchbooks to record drawings from observations. Experiment with a wider range of materials. Explore complementary and opposing colours in creating patterns. Develop in confidence when adding greater detail and texture to 3D work To draw from different perspectives. Begin to use artistic/visual vocabulary to discuss work.	To know that scarab beetles are an important form of ancient art.  To know how to join clay using the scratch and slip method.  To know that different grades of pencils create different tones.	Adding Detail Smoothing Rubbing Clay Slip Scratch Tool Realism Intensity Grade Ancient Tones Perspective Colour Pattern	
	<u>Year 4</u> Develop the range of work recorded in sketch books. Draw on a range of scales. Use a variety of brushes and experiment with ways of marking with them. Lighten and darken tones using black and white. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). Experiment with watercolour, exploring intensity of colour to develop shades. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with different tones using graded pencils.	To know that different grades of pencils create different tones.		
	Assessment of Skills	Assessment of Knowledge		
<u>Year 3</u> To draw from different perspectives. Begin to use artistic/visual vocabulary to discuss work.	Can you join clay together? Why are scarab beetles an important aspect of Ancient Egyptian art? How do you create different tones using pencils?			
<u>Year 4</u> Experiment with different tones using graded pencils. Develop artistic/visual vocabulary to discuss work.				

Physical Education –Summer 1

<b>Rounders</b>		<b>Term: Summer 1</b>	<b>Year: 3/4 cycle 1</b>
<b>Foundations of previous learning: <i>Rounders not previously taught</i></b>			
<p><b>Year 3 Spring 2 Tennis:</b>          Perform the basic skills needed for the games with control and consistency          Keep a game going using a range of different ways of throwing.          Vary the speed and direction of the ball          Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots          Choose good places to stand when receiving, and give reasons for their choice          Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights          Use the rules and keep games going without disputes          Identify what activities and exercises they could use in a warm up          Recognise what happens to their bodies when playing the games          Know why warming up is important          Describe what is successful in their own and others play          Identify aspects of their game that need improving, and say how and where they could go about improving them.          Assessment: Use a racket to return a ball and keep a rally going, with the body in a good position, during net and wall games.</p>			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Use a range of skills with increasing control          Strike a ball with intent and throw it more accurately when bowling and/or fielding          Intercept and stop the ball with consistency, and sometimes catch the ball          Return the ball quickly and accurately.          Choose and use batting or throwing skills to make the game hard for their opponents          Judge how far they can run to score points          Choose where to stand as a fielder to make it hard for the batter          Work well as a team to make it hard for the batter          Are familiar with and use the rules set, and keep games going without disputes          Know the demands that specific activities make on their bodies          Know the importance of warming up          Describe what is successful in their own and others' play          Identify parts of their performance that need improvement, and suggest how to achieve this</p>	<p>Skill          Control          Performance          Bowling          Fielding          Batting          Opponents          Team</p>	
	<b>Assessment</b>		
	Strike a ball with intent, intercept and stop a ball, and throw a ball accurately in striking and fielding games.		

## Music –Summer 1

Topic: Three Little Birds		Year: 3	Summer 1
<b>Foundations of previous learning:</b> I can play a variety of classroom instruments, playing glockenspiels as a whole class ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and am beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p><b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm.</p> <p>To be able to start and stop appropriately by following a leader or conductor.</p> <p><b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies.</p> <p><b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse rhythm and pitch fit together and how they differ for each style of music. <i>(Focus on Reggae)</i> To begin to identify the instruments that are present in a track</p>	<p>To recognise the basic style indicators for Reggae music.</p> <p>To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo).</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse
	Assessment of Skills	Assessment of Knowledge	
	<p>I can sing or play confidently with a sense of pulse and rhythm.</p> <p>I can start and stop appropriately by following a leader or conductor.</p> <p>I can identify the instruments that are present in a recording.</p> <p>I can begin to compose and improvise by using one to three note melodies.</p>	<p>Can you recognise the style indicators of Reggae music?</p> <p>Can you understand the music language used to describe the music?</p>	

Religious Education –Summer 1

Hinduism: Hindu Beliefs		Year: 3/4 Cycle 1	Term: Summer 1	
<b>Foundations of previous learning:</b> To be aware of some key beliefs associated with other main religions such as Christianity and Islam. To understand how and why Hindus celebrate Divali. To know who Christians and Muslims pray to.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>How can Brahman be everywhere and in everything?</b> <ul style="list-style-type: none"> <li>To understand the Hindu belief that there is only one God with many different aspects.</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 identify similarities and differences between religions and beliefs <b>Enquiring, investigating and interpreting</b> investigate and connect features of religions and beliefs 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>Practices and lifestyle (what people do)</b> describe how some features of religions studied are used or exemplified in festivals and practices <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>Values and commitments (making sense of right and wrong)</b> make links between values and commitments, including religious ones, and their own attitudes or behaviour	To know that everyone has many different aspects of their personalities. To understand that Hindus worship many different Gods. To know that Brahman is a Hindu god. To know what Hindus believe about Brahman. To understand how Hindus use their deities within the temple and in Puja. To know that Hindus can express their beliefs and faith through dance. To know the meaning of the tri-murti. To understand different analogies of Brahman. To know that Hindu beliefs influence their actions. To compare Hindu beliefs with those held by other faiths.	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshimi Puja Omnipresent Spirit Diety Represents Kindness Wealth Friendship Importance	
		Assessment of Skills	Assessment of Knowledge	
		I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Rahman and gods, showing respect to Hindus.	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	

Computing –Summer 1

Make My Crumble Buggy		Topic: Programming	Year: 3	Term: Summer 1	
<ul style="list-style-type: none"> <li>• <b>Foundations of previous learning:</b></li> <li>• Children from Year 2 are be able to...</li> <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>					
Unit Learning					
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></p> <p>Understand that code can be programmed to execute at different times.</p> <p>Work with various forms of input/ output.</p> <p>Can program a sequence of actions, making different pieces of code execute at different times.</p> <p>Can understand conditional events in the background.</p> <p>Can write and debug programs that accomplish specific goals.</p>	<p>To break an open-ended problem up into smaller parts.</p> <p>To put programming commands into a sequence to achieve a specific outcome.</p> <p>To detect a problem in an algorithm which could result in unsuccessful programming.</p> <p>To keep testing my program and can recognise when you need to debug it.</p> <p>To use repeat commands.</p> <p>To describe the algorithm you will need for a simple task.</p>	<p>Algorithm</p> <p>Background</p> <p>Block</p> <p>Collaboration</p> <p>Control</p> <p>Costume</p> <p>Debug</p> <p>Event</p> <p>Forever</p> <p>Imagine</p> <p>Implement</p> <p>Input</p>	<p>Make mistakes</p> <p>Movement</p> <p>Pattern</p> <p>Output</p> <p>Persevere</p> <p>Repeat</p> <p>Rotation</p> <p>Sequence</p> <p>Sprite</p> <p>Stage</p> <p>Wait / Pause</p>	
	<b>Assessment of Skills/Assessment of Knowledge</b>				
		<p>Can you explain the algorithm you will use to build a buggy?</p> <p>Can you use a sequence of steps to make things happen?</p> <p>Can you explain the algorithm you will use and implement this as a program?</p>			

PSHE –Summer 1

<b>Relationships</b>		<b>Jigsaw</b>	<b>Year: 3/4 Cycle 1</b>	<b>Term: Summer 1</b>
<b>Foundations of previous learning:</b>				
Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them				
Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>		
Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups	Roles Responsibilities Member Family Reflect Expectations Males Females Family Skills Friendship Negotiate Conflict Actions Empathise appreciate		
	<b>Assessment</b>			
	<b>Year 3</b> I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices  <b>Year 4</b> I can explain different points of view on an animal rights issue and express my own opinion and feelings on this			

MFL – Summer 1

Names of fruit, Days of the week, months of the year.		Lessons 8 - 11	Year: 3	Term: Summer 1
<p><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.            Y3 Spring term: Be able to ask for and state age and know colours in French.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Letter string – on, eu, oi</p> <p>Understand and respond to a question</p> <p>Notice spelling of words</p> <p>Join in reading a story</p> <p>Match sound to written word</p>	<p>To know the names of fruit and food items.</p> <p>To know the names of the days of the week.</p> <p>To know the months of the year.</p>	<p>Les chips</p> <p>le coca</p> <p>les sucettes</p> <p>le chocolat</p> <p>les bonbons</p> <p>Les oranges</p> <p>les poires</p> <p>les prunes</p> <p>les fraises</p> <p>les pommes</p> <p>les tomates</p> <p>les bananes</p> <p>lundi</p> <p>mard</p> <p>mercredi</p> <p>jeudi</p>	<p>vendredi</p> <p>samedi</p> <p>dimanche</p> <p>janvier</p> <p>février</p> <p>mars</p> <p>avril</p> <p>mai</p> <p>juin</p> <p>juillet</p> <p>août</p> <p>septembre</p> <p>octobre</p> <p>novembre</p> <p>décembre</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Participate in a short exchange of French vocabulary, recording in own writing.</p> <p>Join in reading a story</p>	<p>What is the French word for (food item) ?</p> <p>What day is it?</p> <p>What month is it?</p>		