



# Rotten Romans

## Year 3/4 Cycle 2



### Spring 2 and Summer 1

#### Rotten Romans

Science (Spring 2)  
States of matter

History (Spring 2)  
Lifestyle, army

Design Technology (Spring 2)  
Magone! materials

PE (Spring 2)  
Tennis

Music (Spring 2)  
Glockenspiel stage 2

RE (Spring 2)  
Christianity: Easter

Computing (Spring 2)  
TIOL: Check My Facts/Blog My Technology

PSHE (Spring 2)  
Healthy Me

Science (Summer1)  
Sound

Geography (Summer 1)  
Map Work

Art and Design (Summer 1)  
Colour, materials, texture

PE (Summer 1)  
Rounders

RE (Summer 1)  
Buddhism: The 8 fold path

Computing (Summer 1)  
Programming: My Scratch Maths Patterns

PSHE (Summer 1)  
Relationships

Science - Spring 2

<b>States of matter</b>		<b>Term: 4</b>	<b>Year: 3/4 Cycle 2</b>		
<b>Foundations of previous learning: Not previously taught but links to Everyday Materials</b>		<b>Year 1 – Everyday Materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	<b>Year 2 – Everyday Materials</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
<b>Unit Learning</b>					
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>		
Compare and group materials together, according to whether they are solids, liquids or gases  Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C)  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Use science words correctly Use a science model to describe Plan a fair test	To know what a solid, liquid and a gas are. To know what solids, liquids and gases are made of. To know what happens when substances change state. To understand evaporation and condensation. To understand the water cycle.	State Solid Liquid Gas Characteristic Property Particle Heat Energy Bond	Attraction Heating Cooling Melting Freezing Evaporating Condensing water cycle	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>			
	Explaining science Designing experiments (See Phil Watkins Assessment boards)	What makes something a solid, liquid or a gas? What are solids, liquids & gases made of? What happens when substances change state? What is evaporation & condensation? What happens in the water cycle?			

## History – Spring 2

Lifestyle, army	Topic: Rotten Romans	Term: Spring 2	Year: 3/4 Cycle 2
<p><b>Foundations of previous learning:</b>            A growing understanding of how to organise ideas chronologically including using time specific vocabulary and timelines.            Children know how time periods can be identified by the people who lived at the time e.g. Tudors, Egyptians            Children have learned about a pharaoh's position and therefore are beginning to understand class systems and hierarchy.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p>	<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.            Uses evidence to find out how any of these may have changed during a time period.            Describes similarities and differences between people, events and objects.  <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.            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>            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            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>I know the meaning of the words century, decade, BC, AD, after, before and during.            I know who Boudicca is and I can talk about her rebellion.            I know that the Romans invaded Britain.            I know that the Romans weren't just from Rome but are a colony from a range of places across the world.            I know that Romans dressed differently according to their social standing.            I know how powerful the Roman army was.            I know what weapons and protective items the Roman army used.            I know what food and drink made up the Roman diet.</p>	<p>account            invasion            rebellion            uprising            empire            villa            gladiator            tribe            mosaic            Boudicca            Rebellion            BC            AD            Century            Decade            Colony            Weapon            Shield            Army            Wine            Bread            Glass</p>
	Assessment of Skills	Assessment of Knowledge	
	<p><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.</p> <p><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.</p>	<p>What does BC/AD mean?            What does the word decade/century mean?            Who is Boudicca?            Why is her rebellion important?            Why did the Romans invade Britain?            Where were the Romans from?            What do the Romans wear?            How powerful was the Roman army?            What weapons did the Roman army use?            What food and drink made up the Roman diet?</p>	

Design Technology – Spring 2

<b>Magonel: materials</b>		<b>Topic: Rotten Romans</b>	<b>Term: Spring 2</b>	<b>Year: 3/4 Cycle 2</b>	
<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.					
<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 wider range of tools and equipment to perform practical tasks accurately  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 Understand and use mechanical systems in their products	<u><b>Year 3</b></u> <u><b>Plan and communicate ideas</b></u> Identify a purpose and establish criteria or a successful product Make drawings with labels when designing. Explore, develop and communicate design proposals by modelling ideas <u><b>Make (technical knowledge)</b></u> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. 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. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment <u><b>Evaluate</b></u> Evaluate their product against the original design criteria.  <u><b>Year 4</b></u> <u><b>Plan and communicate ideas</b></u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from differing views showing specific features. Evaluate product and identify criteria that can be used for their own designs. Develop a clear idea of what has to be done, planning how to use materials, equipment and techniques. <u><b>Make (technical knowledge)</b></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. Join and combine materials accurately in temporary and permanent ways. <u><b>Evaluate</b></u> Evaluate their products carrying out appropriate tests.	To know what a mangonel is. To know what the purpose of the mangonel is. To know what the design brief of the mangonel is. To know what materials will be suitable to construct their mangonel.	Mangonel Purpose Design Ancient Design Brief Construct Materials Tools		
	Assessment of Skills		Assessment of Knowledge		
		<u><b>Year 3</b></u> 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.  <u><b>Year 4</b></u> _____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 a mangonel? What is the purpose of a mangonel? What does the mangonel need to be able to do? What materials would be suitable to make a mangonel?		

Physical Education – Spring 2

<b>Tennis</b>	<b>Term: Spring 2</b>	<b>Year: 3/4 cycle 2</b>
<p><b>Foundations of previous learning:</b>          Year 3/4 Cycle 1:          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>To keep, adapt and make rules for net games          To choose and use a range of simple tactics and strategies          To suggest ideas and practices to improve their play          To consolidate and develop the range and consistency of their skills in net games          To recognise how playing affects their bodies.          To recognise what skilful play looks like.          To know why warming up is important.</p> <hr/> <p align="center"><b>Assessment</b></p> <p>Try to make things difficult for an opponent through changing the speed, height and aim of a returned ball in net and wall games.</p>	<p>Analyse          Evaluate          Stroke          Self-rescue          Net          Tactic          Strategies          Affect          Breathing          Warm up          Cool down</p>

Music – Spring 2

<b>Topic: Glockenspiels 2</b>		<b>Year: 4</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>			
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
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,F and G on the Glockenspiel. To be able to play more complex rhythmic patterns 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,F, G	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspiel Beaters Note Names
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	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 play more complex rhythmic patterns. I can compose using note C,D, E, F and G.	I know the notation that represents C,D,E, F and G. I understand the meaning of the musical language used when playing the glockenspiel.	

Religious Education – Spring 2

<b>Christianity: Easter</b>		<b>Year: 3/4 Cycle 2</b>	<b>Term: Spring 2</b>
<b>Foundations of previous learning:</b> To understand Christians believe Jesus to be God in human form. To know the importance of Jesus' crucifixion and resurrection within the Easter story.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Is forgiveness always possible for Christians?</b> <ul style="list-style-type: none"> <li>To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</li> </ul>	<b>Thinking about religion and belief</b> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities <b>Enquiring, investigating and interpreting</b> suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary <b>Beliefs and teachings (what people believe)</b> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions <b>Expression and language (how people express themselves)</b> show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language <b>Identity and experience (making sense of who we are)</b> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers <b>Meaning and purpose (making sense of life)</b> ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied <b>Values and commitments (making sense of right and wrong)</b> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand the meaning of forgiveness. To understand why Jesus had enemies. To know how Jesus forgave the people who let him down. To know key messages behind the biblical stories – Love for enemies, Teaching about anger, Teaching about revenge, The unforgiving servant, The criminal next to Jesus. To understand that Christians believe that Jesus' death was a sacrifice to offer forgiveness for their sins. To know that Jesus' death influences Christian's ability to forgive others.	The lord's prayer The last supper Peter Forgiveness Enemies Judas Love for enemies Sacrifice Sins Traders Salvation
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can talk about what sort of help I might need to show forgiveness. I can show an understanding of how Christians believe God can help them show forgiveness.	I can describe what a Christian might learn about forgiveness from a biblical text.	

Computing – Spring 2

<b>Check My Facts/Blog My Technology</b>	<b>Topic: Technology in Our Lives</b>	<b>Year: 4</b>	<b>Term: Spring 2</b>	
<p><b>Foundations of previous learning:</b>          Children from Year 3 are be able to...</p> <ul style="list-style-type: none"> <li>• save and retrieve work on the Internet, the school network or my own device.</li> <li>• talk about the parts of a computer.</li> <li>• tell you ways to communicate with others online.</li> <li>• describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• use search tools to find and use an appropriate website.</li> <li>• about whether I can use images that I find online in my own work.</li> </ul>				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
<p>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</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Information Technology:</b>          Use and combine a variety of software and internet services to accomplish given goals.</p> <p><b>Digital Literacy:</b>          Use technology safely, respectfully and responsibly. Identify a range of ways to report concerns about contact. Explore offline and online communities as a way to be a good digital citizen.</p>	<p><b>Check My Facts</b>          To explain about the reliability of information you read on the World Wide Web.          To tell somebody whether a resource you are using is on the Internet, the school network or your own device.          To identify key words to use when searching safely on the World Wide Web          To tell you how to check who owns photos, text and clipart.</p> <p><b>Blog My Technology</b>          To identify key words to use when searching safely on the World Wide Web.          To think about the reliability of information I read on the World Wide Web.</p>	<p>Blog          Citation          Communicate          Computing devices          Copyright          email          Filter          Hyperlink          Internet          QR Code</p>	<p>Reliability          Search engine          Search result          Search query          Vlog          Webpage          Website          World Wide Web</p>
<b>Assessment of Skills/Assessment of Knowledge</b>				
<p><b>Check My Facts</b>          Can you give suggests as to why a website might not be reliable?          Can you say what the difference is between plagiarism and magpieing?</p> <p><b>Blog My Technology</b>          Can you frame an effective search question that will help me find information about old technology?          Can you explain what a blog is, and why people use them?          Can you write a blog post about the technology you have used in the last 24 hours?</p>				



PSHE – Spring 2

Healthy Me	Jigsaw	Year: 3/4 Cycle 2	Term: Spring 2
<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>			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most                      I recognise when other people’s actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions                      I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations                      I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with                      I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke                      I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others                      I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol                      I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others                      I can recognise when people are putting me under pressure and can explain ways to resist this when I want                      I can identify feelings of anxiety and fear associated with peer pressure                      I know myself well enough to have a clear picture of what I believe is right and wrong                      I can tap into my inner strength and know how to be assertive</p> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Year 3</b>                      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>                      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>	Friendships Actions Embarrassed Hurt Inadequate Leader Follower Rule Smoking Effect Shame Guilt Assertive Health anxiety	

Science –Summer 1

<b>Sound</b>		<b>Term: 5</b>	<b>Year: 3/4 Cycle 2</b>
<b>Foundations of previous learning:</b> Not previously taught.			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
Identify how sounds are made, associating some of them with something vibrating	Use science model to describe Plan a fair test Identify the data range & interval	To know what sound is. To know how sound travels to our ears. To know about and understand pitch and volume.	Sound Vibration Volume Pitch High Low Quiet Loud tension
Recognise that vibrations from sounds travel through a medium to the ear.	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
Find patterns between the pitch of a sound and features of the object that produced it	Explaining science Designing experiments (See Phil Watkins Assessment boards)	What is sound? How does sound travel to our ears? How can we change the volume of sound? How can we change the pitch of a sound?	
Find patterns between the volume of a sound and the strength of the vibrations that produced it.			
Recognise that sounds get fainter as the distance from the sound source increases			

Geography –Summer 1

Map work	Topic: Rotten Romans	Term: Summer 1	Year: 3/4 Cycle 2
<p><b>Foundations of previous learning:</b></p> <p>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 simple 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> <p>In the Out in the Wilds topic the children will use maps and aerial photographs be able to compare the geographical features and describe those features while offering explanations for some of the locations. The children will be able to describe how physical activity has change the physical characteristics of a place in the world.</p> <p>Through the topic of South America the children will learn to locate and name some of the countries within South America including Brazil. They will be able to make comparisons of the same geographical features in different countries using maps and aerial photographs. They will be able to describe how physical activity has changed the physical characteristics of a place in the world. The children have further developed their map skills by using symbols on a key to locate geographical features. They have identified how people damage and improve the environment through their study of Out of Africa. They have learned and can explain the significance of the Equator, Northern and Southern Hemisphere as well as the Tropics of Cancer and Capricorn. They can explain how people are trying to sustain environments</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p><b>Year 3</b></p> <p><u>Knowledge &amp; Understanding</u> Make comparisons of the same geographical features in different countries. Identify how people both damage and improve the environment. Identify changes in the local and global environment.</p> <p><u>Practical</u> Draw sketch maps and plans using agreed symbols for a key. Locate geographical features on a map or atlas using symbols shown in a key. Use eight points of a compass to describe the location of a country or geographical process.</p> <p><b>Year 4</b></p> <p><u>Knowledge &amp; Understanding</u> Locate the countries of Europe (including Russia, north America and South America). Explain how people try to sustain environments. Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p><u>Practical</u> Locate and name geographical features on an Ordnance Survey map. Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.</p>	<p>To know how the geographical location of Rome helped the Romans become powerful.</p> <p>To be able to plot aspects of the Roman invasion on a map.</p> <p>To know that the Romans improved the infrastructure of England.</p> <p>To know what the word infrastructure means.</p> <p>To locate Hadrian's wall on an OS map.</p>	<p>Rome Location Hadrian's Wall Comparison Countries Damage Improve Environment Sketch Symbols Features Atlas Compass Russia North America South America Europe Ordnance Survey Map Landmarks</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Use eight points of a compass to describe location of a country or geographical process. <b>(Y3)</b> Draw sketch maps and plans using agreed symbols. <b>(Y3)</b> Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed. <b>(Y4)</b> Locate and name geographical features on an Ordnance survey map. <b>(Y4)</b></p>	<p>How did the geographical location of Rome help the Romans become powerful? Can you plot aspects of the Roman invasion on a map? How did the Romans improve England? What does the word infrastructure mean? Can you find Hadrian's wall on a OS map?</p>	

Art and Design –Summer 1

<b>Roman shields: Colour, materials, texture</b>		<b>Topic: Rotten Romans</b>	<b>Term: Summer 1</b>	<b>Year: 3/4 Cycle 2</b>
<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 build upon their use of artistic and visual vocabulary to discuss work and will use the knowledge of complementary and opposing colours to create pattern.				
<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 record drawings from observations Begin to include detail within work Experiment with a wider range of materials 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 To draw from different perspectives Begin to use artistic/visual vocabulary to discuss work  <u>Year 4</u> Develop the range of work recorded in sketch books Use a variety of brushes and experiment with ways of marking with them Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways To draw on a range of scales To experiment with different tones using graded pencils	To know that Roman Shields had decorative elements. To know that Roman Shields need to be symmetrical. To know that Roman Shields only use two colours. To know that different materials create different effects. To know that different materials can add detail and texture.	Roman shield Decorative Elements Symmetrical Colour Material Effect Detail Texture	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<u>Year 3</u> To draw from different perspectives Begin to use artistic/visual vocabulary to discuss work <u>Year 4</u> Experiment with different tones using graded pencils Develop artistic/visual vocabulary to discuss work	Can you describe a Roman shield? What requirements did Roman shields need to fit? How many colours did Roman shields use? What materials would you use to re-create your Roman shield? How could you add detail and texture?		

Physical Education –Summer 1

<b>Rounders</b>		<b>Term: Summer 1</b>	<b>Year: 3/4 cycle 2</b>
<p><b>Foundations of previous learning:</b>          Year 3/4 Cycle 1          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  <i>Assessment: Strike a ball with intent, intercept and stop a ball, and throw a ball accurately in striking and fielding games.</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>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          Identify parts of their performance that need improvement, and suggest how to achieve this          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.</p>	<p>Control          Strike          Accuracy          Bowling          Fielding          Batting          Throwing          Fielder          Batter          Rules          Disputes          Warm up          Cool down</p>	
	<b>Assessment</b>		
	<p>Choose and use appropriate batting and throwing skills to make it difficult for an opponent during striking and fielding games.</p>		

Religious Education –Summer 1

Topic: Buddhism: Beliefs in Practice		Year: 3/4 Cycle 2	Term: Summer 1
<b>Foundations of previous learning:</b> To be aware of Buddhism as a religion. To have an awareness of Buddhism as a main religion in England. To understand how faith plays an important part in people’s daily life. To know who Siddhartha is. To understand the key teachings of the Buddha.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>What is the best way for a Buddhist to live a good life?</b> <ul style="list-style-type: none"> <li>To understand how Buddha’s teachings make a difference to how Buddhists choose to live life.</li> </ul>	<b>Thinking about religion and belief</b> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs <b>Enquiring, investigating and interpreting</b> gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary <b>Beliefs and teachings (what people believe)</b> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions <b>Practices and lifestyle (what people do)</b> show understanding of the ways of belonging to religions and what these involve <b>Expression and language (how people express themselves)</b> show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language <b>Identity and experience (making sense of who we are)</b> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers <b>Meaning and purpose (making sense of life)</b> ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied <b>Values and commitments (making sense of right and wrong)</b> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To understand what influences the choices they make. To understand the Noble Eightfold Path and how this influences decisions. To know the meaning of each aspect within the Eightfold Path.	Buddha 8-fold-path Healthy Choices Consequences Kindness Feelings Noble Viewpoint Awareness Speech Concentration Action Thought Effort Living Decisions Choices Guidance
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can describe one of my 'good' choices and the consequence of it. I can explain the consequences of making a different choice I can start to explain why some aspects of the 8-fold-path might be hard for some Buddhists to stick to.	I can describe how aspects of the 8-fold-path help Buddhists know how to live good lives.	

Computing –Summer 1

My Scratch Maths Patterns		Topic: Programming	Year: 4	Term: Summer 1	
<b>Foundations of previous learning:</b> Children from Year 3 are be able to... <ul style="list-style-type: none"> <li>• break an opened problem up into smaller parts.</li> <li>• put Coding commands into a sequence to achieve a specific outcome.</li> <li>• keep testing my program and can recognise when I need to debug it.</li> <li>• use repeat commands.</li> <li>• describe the algorithm I will need for a simple task.</li> <li>• detect a problem in an algorithm which could result in unsuccessful Coding.</li> </ul>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  To use sequence, selection, and repetition in programs; work with variables and various forms of input and output  To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Computer Science:</b> Understand how computers use variables to count things. Children can use logical reasoning to explain how their code executes and to detect and correct error as they work. Understand how computers use repetition and loops to do things repeatedly. Understand that loops can create animations that repeat infinitely. Children can create a simple game which uses a score variable.	I know that I need to keep testing my program while I am putting it together. To use a variety of tools to create a program. To recognise an error in a program and debug it. To use an efficient procedure to simplify a program. To use logical thinking to solve a problem by breaking it up into smaller parts. To recognise that an algorithm will help me sequence more complex programs.	Algorithm Background Block Collaboration Computational thinking Control Costume Debug Design Effect Event Forever Imagine Implement Input Make mistakes Movement	Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Stage Wait / Pause	
	Assessment of Skills/Assessment of Knowledge				
		Can you envisage which script can simplify your programming? Can you use different sequences of costumes to create patterns? Can you use logical thinking to predict the pattern that will be created by a set of programming blocks? <b>Can you use procedures to simplify my programming?</b>			

PSHE –Summer 1

<b>Relationships</b>	<b>Jigsaw</b>	<b>Year: 3/4 Cycle 2</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>	
Relationship web Love and loss Memories Are animals special Special pets Celebrating my relationships with people and animals	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them I can explain different points of view on an animal rights issue I can express my own opinion and feelings on this I understand how people feel when they love a special pet I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet I know how to show love and appreciation to the people and animals who are special to me I can love and be loved <hr/> <p align="center"><b>Assessment</b></p> <p><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</p> <p><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</p>	Relationship Special Lose Loss Remember Explain Point of view Pet Appreciation	



MFL – Summer 1

Hobbies, opinions, numbers 11-20, weather		Lessons 15-20	Year: 4	Term: Summer
<b>Foundations of previous learning:</b> Y3: 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, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year. Y4 Autumn term: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers Y4 Spring term: Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets				
Unit Learning				
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	Recognise word classes: nouns, verbs, adjectives Sort words into dictionary order Become familiar with layout of dictionary Play a traditional game and sing song Listen for sounds Identify strategies for learning vocabulary Write some words from memory Read and understand a paragraph with familiar vocabulary and structures Recognise positive and negative statements in English and French Memorise and present two sentences or more Conduct a short interview in French, asking and answering questions Listen for a specific sound in a song Conduct a survey in French Know the names of some major airports and ports in France Learn how to play a popular French game Understand different possibilities for travelling abroad Pack an imaginary suitcase for a holiday, writing individual words	To know: Dictionary skills Playground song and activity Hobbies Opinions Numbers 12-31 Two weather expressions Quantifiers Clothes items for packing a suitcase	Danser dix-sept Nager dix-huit jouer au football dix-neuf manger au restaurant vingt lire Il fait froid regarder la télé il fait chaud aller au parc Très J'adore un peu j'aime Un pantalon je n'aime pas un short Tu aimes...? un pull Onze une jupe Douze unchapeau Treize un maillot de bain Quatorze un tee-shirt Seize	
	Assessment of Skills	Assessment of Knowledge		
	Identify adjectives, nouns, verbs, rhyming words and gender of nouns in writing.  Read and understand a paragraph with familiar vocabulary and structures	What are your hobbies? Can you count to 20? What is the weather like today? What is this item of clothing?		