

Two Year Cycle - Years 3 and 4

Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	History (Stone Age) Rocking and Rolling in the Stone Age	DT (Healthy Eating) Ready Steady Cook	Geography (Rivers and Mountains) The Great Outdoors	Literacy (Michael Rosen) Performance poetry We're going on a poetry hunt	History (Egyptians) Tomb Raider Braeside	
Influential Figures		Heston Blumenthal	Jane Goodall Asha and the Spirit Bird by Jasbinder Bilan (Nepalese prize winning author)	Production Karl Nova Maya Angelou	Nefertiti	
Hooks	Forest School – nettle soup Rock archology dig	Cooking Bread – Great British Bread Bake	Local river walk – River Churn / Thames	Michael Rosen Beat Boxing – we're going on a Bear Hunt Role on the wall	Egyptian VR / dig day Dress up as archaeologists Mummifying bananas Afterlife – making clay amulets/writing spells for the afterlife	
Value	Friendship	Generosity	Compassion & humility	Forgiveness	Respect & Peace	Courage & Hope
English Books	Stone Age Boy	Charlie and Chocolate factory	Flotsam	We're going on a bear hunt	The Egyptian Cinderella	The Scarab's secret
English Writing Opportunities	Descriptive writing of Stone Age tools, habitats and people. Diary writing from the perspective of a Stone Age person. Informative writing about geology and specific rock types.	Creative writing: Chocolate recipe poems inspired by the poems from Charlie and the Chocolate Factory. Persuasive writing advertising food (M & S advert style) Instructions for baking bread and food reviews	Shape poetry inspired by rivers. Brochure celebrating and promoting the local area with it's lakes and outdoor activities. Biography of Jane Goodall.	Writing and performing poetry inspired by Michael Rosen. Transcribing short play extracts into prose to help teach direct speech.	Explanation texts about mummification. Narrative about discovering an ancient Egyptian tomb inspired by articles about Howard Carter.	Non-Chronological reports about an aspect of Ancient Egyptian life/ culture etc to collate into a class book to be displayed on the school library bus. Newspaper reports.
Science	Rocks Compare and group rocks based on their appearance and physical properties. Describe how fossils and soil are formed. Describe & explain the difference between sedimentary & igneous rock types.	Animals, including humans (food, teeth, nutrition & digestion) Identify, name & describe functions of the parts of human digestive system. Identify and name the different types of teeth. Describe the functions of different teeth. Use and construct food chains to identify produces, predators and prey.	States of Matter Water cycle Group materials based on their state of matter. Describe & explore how some materials can change state. Measure the temperature at which materials change state. Describe & explain the part played by evaporation and condensation in the water cycle. Use equipment, including thermometers and data loggers to make measurements.	Light and shadow Describe what dark is and explain that light is needed to see. Explain that light is reflected from a surface. Explain and demonstrate how a shadow is formed Explain the danger of direct sunlight and explain how to stay safe.	Forces (friction) Explain and explore how different objects behave on different surfaces Explain how some forces require contact and some do not. Explain and explore how objects retract and repel.	Animals, including humans (muscles and skeletons) Explain the importance of a nutritious and balanced diet. Understand how nutrients, water and oxygen are transported within animals and humans. Describe and explain the skeletal and muscular system of a human.
History	Changes in Britain from the Stone Age to the Iron Age				Achievements of the earliest civilisations. Egyptians – A depth study of Ancient Egypt	

	<p>Use research skills to find answers to specific historical questions.</p> <p>Plot events on a timeline using centuries including using mathematical skills to round up time differences into centuries and decades.</p> <p>Explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>Describe how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>Understand how an event from the past has shaped our life today.</p>				<p>Explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>Explain how an event from the past has shaped our life today.</p> <p>Research two versions of an event and explain how they differ.</p>	
Geography		<p>Location and Knowledge</p> <p>Name and locate different countries within Europe including parts of Russia.</p>	<p>Human and physical geography</p> <p>Rivers and Mountains</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.</p> <p>Geographical skills and field work</p> <p>Use field work to observe, measure and record and present the human and physical features in the local area using sketch maps etc.</p> <p>Name and locate rivers of significant importance in the world.</p>	<p>Location and Knowledge</p> <p>Name and locate different countries of the world concentrating on the environmental regions, key human and physical characteristics and major cities.</p>		
Art	<p>Art - Cave and clay paintings</p> <p>Look at real cave paintings from around the world. Discuss how they were created. Sketch some of our own. Create our own choosing appropriate materials.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Recognise when art is from different cultures and from different historical periods.</p>	<p>Art – Drawing</p> <p>Charlie and the chocolate factory illustrations by Quentin Blake and Michael Foreman. Use drawing exercises based around this.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>Continue with drawing scheme.</p>	<p>Art - Water colours. Exploring the Chinese landscape artist Wu Guanzhong and his painting ‘Water Village in Jiangnan’.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Continue with drawing scheme.</p>	<p>Art - Shadows</p> <p>Shadow artist Kumi Yamashits. Investigate how this artist create her shadow sculptures. Children to have a go at exploring materials and their effects on shadows using torches or natural light.</p> <p>Creating creatures from shadows. Choose random objects, shine a torch on it from different angles and distances. Turn the resulting shadows into fantastical creatures by drawing and adding detail to the shadow.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Continue with drawing scheme.</p> <p>Observational drawing of artefacts.</p>	<p>Continue with drawing scheme.</p> <p>Observational drawing of artefacts.</p>

	Continue with drawing scheme.			Continue with drawing scheme. Tone, light and dark.		
Design and Technology		D.T. - Cookery and Diet (Healthy food) Know how to be both hygienic and safe when using food. Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			D.T - papyrus paper Investigate and analyse a range of existing products 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.	D.T. Wood work – Shadufs 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
Music	Let your spirit fly Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Glockenspiels stage 1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Play clear notes on instruments using different elements in a composition; creating repeated patterns with different instruments.	Three Little birds play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Identify and describe the different purposes and character of music.	Dragon Song play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Bringing us together play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use notation to record and interpret sequences of pitches.	Reflect, rewind and replay play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Begin to identify the style of work of Beethoven, Mozart and Elgar.
PE	Gymnastics (Travel, balance and sequences) Adapt sequences to suit different types of apparatus and criteria. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Rugby (Invasion Games) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively	Hockey (Invasion Games) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively	Dance (Smugglers) perform dances using a range of movement patterns Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively	Dance (Streets) perform dances using a range of movement patterns Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively	Rounders (Striking and Fielding) use running, jumping, throwing and catching in isolation and in combination Athletics use running, jumping, throwing and catching in isolation and in combination Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively	Tennis (Net and Wall) use running, jumping, throwing and catching in isolation and in combination Athletics use running, jumping, throwing and catching in isolation and in combination Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively

Computing	<p>Online Safety (Y3) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>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>Simulations (Y3) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Spreadsheets (Crash course) – Healthy eating - Ready Steady Cook (Y4) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Typing (2 lessons only before e-mail). Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>E-mail - including online safety (Y3). Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Coding – Y4 Crash course Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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>Term 5 - Branching Databases (Y3) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Term 6: Effective searching (Y4) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
MFL	<p>♣ 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; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing</p>					
MFL –German	German Culture and facts	Numbers 1-10	German Christmas and Traditions	Body Parts	Colours	Animals
RE	<p>How and why people mark significant events in life? Identify some beliefs about love, commitments in promises in two religious traditions Describe what happens in ceremonies of commitment Make simple links between, beliefs, love and commitment Give reasons why ceremonies of commitment are / are not valuable today</p>	<p>What was it like to follow God? (People of God) Make links between the story of Noah and the idea of a covenant. Make links between promises between Noah and Christians make at a wedding ceremony Make links between Noah and how we live in school, and the wider world</p>	<p>How do people try to make the world a better place? Identify some beliefs about why the world is not always a good place Make links between religious beliefs and teachings Describe some examples of how people tried to live. Identify how people put their beliefs into actions Make links between some commands for living from religious traditions Express own ideas about how to make the world a better place</p>	<p>For Christians, what was the impact of Pentecost? Make links between the story of Pentecost and Christian beliefs about the kingdom of god Give examples of what Pentecost means Describe how Christians show them believes of the holy spirit and worship Make links between the kingdom of god in the bible and what people believe about following god today.</p>	<p>Hinduism – What do Hindus believe God is like? Identify some Hindu deities and say how they help Hindus describe god Make links between some stories and what Hindus believe about god Identify way in which Hindus worship Suggest answers about whether it is good to think about the cycle of create, preserve and destroy.</p>	<p>Hinduism – What does it mean to be a Hindu in Britain today? Describe how Hindus show faith in the family in Britain and communities Identify the terms, Dharma, Sanatandharma and Hinduism and say what they mean Discuss what is good about being a Hindu in Britain today.</p>
PSHE	<p>Resilience- Make me a Superhero To explore and develop qualified to building resilience To understand what resilience is To identify the characteristics of resilient people</p>	<p>Anti-Bullying and Equalities Understand similarities and differences in people Understand how families are similar and different Understand what stereotyping is and its effects How to stay safe online</p>	<p>RSHE - Our bodies Recognise the main organs of the body including reproductive organs Identify differences between men and women To understand some of the physical changes in life Understand there are 3 main lines of natural defence</p>	<p>Mental health and emotional well being Understand the different feelings and emotions we all experience Understand how feelings and emotions change and what helps people to feel good</p>	<p>GHLL Drugs Scheme of work Top begin to understand what a drug is To begin to understand how tobacco, medicine and alcohol can affect different body parts</p>	<p>Citizenship and British Values I can start to understand democracy and rule of law and why they are important I can write a short speech about my attributes to lead a democracy</p>

	To understand what negative thoughts can do to the mind To replace negative thoughts with productive positive ones To identify what I need to get better at for being a superhero	How to stay safe on social media including on our phones	To understand the body sometimes needs help to fight infection Understand most common infections get better on their own To understand antibiotics should only be taken as prescribed	Pupils will learn ways to express feelings and emotions and why this is important Pupils will learn about managing feelings and emotions in different situations Pupils will learn about getting help, advice and support for their feelings and emotions	To begin to understand what a risk is and how we can keep ourselves safe	I can take part in a fair vote I can explore ways we can express our opinions and campaign for democratic change
Visits	Stone Henge	Braeside	Climbing wall	R.E. - Easter Experience (church)		
Visitors	Avebury Stone circle					

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Cycle B	History (Romans) Rotten Romans	D.T. and Music Good Vibrations	Geography Extreme Earth	Literacy <i>Production - Robin Hood and the Sherwood Hoodies (To be reviewed each September)</i>	History (Victorians) Villainous Victorians	
Influential Figures	Marcus Aurelius	The Beatles The Supremes	Preet Chandi - Antarctic Trek	William Shakespeare - Play Scripts	Harriet Tubman	
Hooks	Roman dress up day Army formation	IsingPop and live music	Volcanic experiments and artwork	Art work	Sherlock Holmes mystery	
Values	Perseverance	Service	Thankfulness	Trust and Responsibility	Truthfulness	Justice and Wisdom
English Books	Assortment of non-fiction texts The Boy Who Would Be King - Ryan Holiday (on PPT on system)	Lyrics and biography	Adventure stories News report (blue screen)	Play Scripts A Midsummers Night's Dream – adaptation by Andrew Mathews (on PPT on System)	Sherlock Holmes The Baker Street Boys series	Street Child by Berlie Doherty
English Writing Opportunities	Horrible Histories style biography of Marcus Aurelius inspired by Ryan Holiday's The Boy Who Would Be King. Retelling a Roman Myth. The day in the life of a Gladiator.	Non-chronological reports and The Beatles. Music and album reviews. Anti-bullying raps/ poems	Adventure story about surviving an earthquake. Metaphor poetry using extreme weather to express emotions (particular focus on anger) – Use the book Angry Arthur by Hiawyn Oram Newspaper report	SPaG focus and exploration of Shakespeare's A Midsummers Night's Dream.	Famous Victorian character descriptions Apothecary poems – persuasive adverts for made up remedies. Sherlock letter following crime scene Hook.	Narrative about Victorian children/ the workhouse inspired by Street Child. Nonsense poetry inspired by Lewis Carroll

<p>Science</p>	<p>Living things and their habitats recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sound identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it 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</p>	<p>Science week Term 4: Forces: Compare how things move on two different surfaces Notice that some forces need contact between two objects Story following the expedition of an adventurer explaining forces as we go e.g. parachutes in (air resistance), dragging gear (friction) etc. Magnets – make a compass and explore magnetic fields</p> <p>Science week term 3: Magnets notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 pole Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Electricity identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>Geography</p>		<p>Location and knowledge Name and locate counties in the UK.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.</p>	<p>Human and physical geography Volcanoes and Earthquakes describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. Identify, compare and contrast the countries of Europe. Use World maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans.</p>	<p>Location and knowledge Name and locate counties and cities of the UK.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p>Victorians – Crime and Punishment (study theme)</p>	
<p>History</p>	<p>The Roman Empire and its impact on Britain – Local study Romanisation of Britain A study of history from 1066 in the local area. Chedworth Roman Villa / Cirencester</p>				<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p>Victorians – Crime and Punishment (study theme)</p>	
<p>Art</p>	<p>Art – Mosaic designs Using mosaic tiles to create a collaborative art project. A famous roman emperor or using Roman mosaics as inspiration.</p>	<p>Art – Designing album covers. Use a simple printing technique. Improve mastery of art and design techniques including</p>	<p>Art – Nick Roland volcano art Explore the artist Nick Roland. Children respond to sounds of volcanic eruptions using marks made by</p>	<p>Art – Marian Bantjes Creating a program for our production Artwork and layout of production programs.</p>	<p>Art - Andy Goldsworthy (Nature in art Braeside link) Learning about the artist Andy Goldsworthy. Exploe nature in art and have a play</p>	<p>Art – William Morris Print Explore artwork by William Morris. Discuss techniques. Children sketch their own print idea before turning it into a</p>

	<p>Teaching the technique.</p> <p>To improve mastery of art and design technique.</p> <p>Famous Roman emperor?</p> <p>Observational drawing of artefacts.</p>	<p>typography and printing repeated patterns.</p> <p>Further develop their knowledge of the colour spectrum.</p> <p>Drawing graphic scores with music.</p> <p>Continue with drawing scheme.</p>	<p>different materials. Sketching volcanos. Creating their own Nick Rowland inspired volcano art.</p> <p>To improve our painting skills by using different materials and techniques with paint.</p> <p>Modelling (working papier-mâché volcano modelling) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Continue with drawing scheme.</p>	<p>Explore the work of the graphic Artist Marian Bantjes. Using ideas from her designs the children plan the cover of their production program.</p> <p>Create our own using collage/paint/print/sketch etc.</p> <p>To improve control of our use of drawing materials.</p> <p>To improve our drawing skills using a variety of materials.</p> <p>Continue with drawing scheme.</p>	<p>with patterns and shapes outdoors.</p> <p>Using Goldsworthy's approach, children try to create their own nature sculpture.</p> <p>Increasing awareness of different types of art.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Observational drawing of nature, the world around us.</p>	<p>printed piece of art. (scoring cardboard for repeated patterns?)</p> <p>Improve mastery of art and design techniques including printing repeated patterns.</p> <p>Observational drawing of artefacts.</p>
Design and Technology	<p>D.T - Make weaponry 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</p>	<p>D.T - Make musical instruments Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>		<p>Forest school – make your own bow Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>D.T. Victorian lavender bag cross stitch initials D.T Embroidery (Sampling/Cross stitch) Developing techniques in textiles. Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Music	<p>Blackbird Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Glockenspiels stage 2 Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Mama Mia Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Lean on Me Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Oliver Listen and appraise, learn to sing the songs using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Reflect, rewind and replay Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
PE	<p>Football (Invasion Games) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Gymnastics Canon (copying) and Unison (matching) compare their performances with previous ones and demonstrate improvement</p>	<p>Gymnastics (As/Symmetry and Twisting and Turning) compare their performances with previous ones and demonstrate improvement to achieve their personal best. Netball (Invasion Games) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Gymnastics (Canon (copying) and Unison (matching) compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>Dance (Street Dancing) perform dances using a range of movement patterns Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres Archery</p>	<p>Rounders (Striking and Fielding) use running, jumping, throwing and catching in isolation and in combination Athletics use running, jumping, throwing and catching in isolation and in combination Swimming (Y3) swim competently, confidently and proficiently</p>	<p>Tennis (Net and Wall) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Athletics use running, jumping, throwing and catching in isolation and in combination Swimming (Y3)</p>

	to achieve their personal best. Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres	Swimming (Y3) swim competently, confidently and proficiently over a distance of at least 25 metres			over a distance of at least 25 metres	swim competently, confidently and proficiently over a distance of at least 25 metres
Computing	Online Safety (Y4) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Logo (Y4) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Hardware Investigators Online Safety – Linked to E-safety day Children can name the different parts of a desktop computer. Children know what the function of the different parts of the computer is	Writing for different audiences - Literacy (Roald Dahl) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Animation link to Victorians (Y4) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Graphing (Y3) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
MFL	♣ 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; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing					
MFL- German	German Culture	Sports	German Easter and Traditions	Clothes	Food	Days of the week
RE	What do Christians learn from the creation story? Place the concepts of creation and god on a timeline Make clear links between Genesis 1 and what Christians believe of creation Recognise the story of the fall in Genesis 3. Describe what Christians do because they believe god is the creator Describe how and why Christians might pray to god,	God/Incarnation – What is the Trinity and why is it important for Christians? Recognise what a gospel is and give an example of the kinds of stories it contains Offer suggestions about what texts baptism and trinity mean. Describe how Christians show their beliefs about god the trinity and worship in different ways and in the way they live Make links between some bible texts studied and the idea of god and Christianity expressing clearly some ideas	Judaism - How do festivals and family life show what matters to Jewish people? Identify some Jewish beliefs of god Make links between the story of exodus and what Jewish beliefs about god Make links between Jewish beliefs about god and how Jews live Describe how Jews show their beliefs through worship Make links with the value of person reflection, saying	Salvation – Why do Christians call the day Jesus died Good Friday? Recognise the world salvation Give examples of what Christians say is important of holy week Make links between the gospel accounts and how Christians mark Easter Describe how Christians show their beliefs in worship Raise questions and suggest answers about why Christians call the day Jesus died, Good Friday	Gospel – What kind of world did Jesus want? Identify texts that come from a gospel which tells the story of the life and teaching a Jesus Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	Islam –How do festivals and worship show what matters to a Muslim? Identify some beliefs about god and Islam Make links between beliefs about god and how god is worth worshipping Make links between Muslim beliefs about god and a range of ways Muslims worship Make links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other.

	say sorry and ask for forgiveness	of their own about what Christians believe god is like.	sorry, being forgiven and being grateful.			
PSHE	Facts 4 Life (healthy lifestyles) Share an understanding of what healthy and ill looks like Understand what helps to keep a balance in their bodies Understand illness is part of normal life Explain what help/hinder their bodies balance Children can understand illness can happen for many different reasons Explain when it is appropriate or not to visit a doctor	Anti-Bullying and Equalities Understand similarities and differences in people Understand how families are similar and different Understand what stereotyping is and its effects How to stay safe online How to stay safe on social media including on our phones	RSHE – Our bodies Understand there are different types of love Understand how infection can spread Understand how to prevent the spread of infection Consider responsibilities and levels of independence Understand how their roles and responsibilities have changed as they have grown To challenge gender based stereotypes	Counting Sleep Understand a range of bedtime routines and strategies used for sleep prep To understand why we need sleep and its importance.	Focus for learning (Mindfulness) Understand good posture and getting ready to focus Introduce the important of listening with greater concentration and awareness Develop a greater awareness of their body Become more aware of their interaction with the world and environment Develop skills to listen to the body	Getting on and Falling out Recognise their worth as individuals Reflect on spiritual, moral ad social issues Resolve differences by looking at alternatives Difference and similarities between Understand opinions and values Face new challenges positively Realise social consequences of antisocial behaviour and aggressive behaviours
Visits	History – Chedworth Roman Villa Experience day (company)			R.E. - Easter Experience	Braeside	Sevington School - Chippenham Victorian Prison Northleach Cirencester Workhouse Tetbury Prison museum
Visitors		Stuart Elwin IsingPop		Corinium museum – medieval forest tour		