

# Year 3/4 – Autumn – Cycle 2

	Theme	Knowledge	Skills	Key concepts and vocabulary
<b>Science</b>	<b>Au1: Plants</b>	<p>The different parts of a plant do a different job or purpose.</p> <p>Roots absorb minerals and water from the soil. They also help to anchor the plant into the soil.</p> <p>The stem or trunk of a plant transports water around the plant and helps to hold it upright.</p> <p>Leaves help to make food from the plant using carbon dioxide (air) and sunlight.</p> <p>Flowers attract insects to the plant which help with pollination.</p> <p>Most plants need sunlight, water, carbon dioxide (air) and soil to survive.</p> <p>Plants have 5 stages in their life cycle: seed, germination, growth, reproduction, pollination and seed spreading.</p> <p>Different parts of the plant play different roles in the life cycle.</p> <p>Plants use carbon dioxide (air) and sunlight to produce their own food.</p> <p>Humans can have a positive effect on their environment. For example, by creating nature reserves or having a pond.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Group plants into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p> <p>Compare the effect of different factors on plant growth, the amount of light, the amount of fertilizer.</p> <p>Observe the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> <p>Observe how water is transported in plants by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>Use and make simple guides or keys to identify local plants.</p> <p><u>Practical scientific skills:</u></p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p>	<p>Plant Flower Flowering plant Non-flowering plant Stem Trunk Leaf Root Flower Life cycle Seed Germination Growth Reproduction Pollination Seed spreading Transportation Attract Insect Carbon dioxide Air Water Sunlight Minerals Environment Pollution Nature reserve Sort Group Classify</p>

		<p>Humans can have a negative effect on their environment. For example, through pollution and deforestation.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence</p>	
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To label the parts of a plant and describe their purposes</li> <li>2) To understand what plants need to grow and survive</li> <li>3) To investigate how water is transported around a plant</li> <li>4) To group different types of plants into categories</li> <li>5) To describe the life cycle of a plant</li> </ol>				
	<p><b>Au2: Sound</b></p>	<p>Sounds are made when objects vibrate.</p> <p>Sounds can travel to our air because they make the air vibrate.</p> <p>The vibrations in the air make your ear drum vibrate and you hear them as sound.</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>Sound Vibrate Vibration Ear Air Medium Hear Volume Pitch</p>

		<p>Vibrations can pass through solids, liquids or gasses – something a sound travels through is called a medium.</p> <p>Volume is how loud or quiet a sound is.</p> <p>When an object makes a sound, the volume decreases the further the object is away from you.</p> <p>Pitch is how high or low a sound is.</p> <p>The features of an instrument can change its pitch.</p> <p>Robert Doyle was a British scientist who discovered that sound needs a medium to travel through.</p> <p>We can insulate (block out) sound by using different types of materials.</p>	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Practical scientific skills:</u></p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Loud Faint Quiet Silence Conduct Insulate Experiment Investigate Observe</p>
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	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To investigate how sounds are made and how they travel</li> <li>2) To investigate how the volume of a sound can be changed</li> <li>3) To investigate how the features of an instrument change its pitch</li> <li>4) To find out about the work of Robert Doyle</li> <li>5) To investigate how we can insulate against sound</li> </ol>			
History	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Ancient Benin</b></p>	<p>Ancient Benin was an African civilisation from roughly CE (AD) 900-1300.</p> <p>Ancient Benin was ruled by kings known as Obas. People believed they were gods. Ancient Benin was very wealthy and the Obas lived in beautiful palaces decorated with shining brass.</p> <p>Ancient Benin was an empire and gained land through conquering land nearby.</p> <p>Ancient Benin traded with Europe.</p> <p>Some people in Ancient Benin lived in villages and some lived in larger towns.</p> <p>People in Ancient Benin did a number of jobs: farmers, hunters, soldiers, doctors, traders, drummers and acrobats.</p> <p>People in Ancient Benin believed in a number of different gods. They performed ceremonies and told stories about their gods.</p> <p>By the 1800s Benin was under threat from the British who wanted to take resources from the country.</p>	<p>Use a wide range of sources (written, visual or oral) to learn more about the past and begin to decide which are more useful than others.</p> <p>Understand and explain the difference between primary and secondary sources.</p> <p>Construct relevant questions about history, suggest how these might be answered and the sources of evidence that could be used to answer them.</p> <p>Create timelines for a topic using dates accurately with an understanding that the length of time between events varies.</p> <p>Explore differences between the lives of people living at the same time and give reasons for these differences.</p> <p>Question, investigate and give reasons for events in the past, making comparisons with similar events.</p> <p>Answer and ask questions about how and why events and people from the past are significant.</p>	<p>Benin (West Africa) c. AD 900-1300</p> <p>Africa</p> <p>Europe</p> <p>Civilisation</p> <p>King (Oba)</p> <p>Kingdom</p> <p>Palace</p> <p>Empire</p> <p>Invade</p> <p>Conquer</p> <p>Trade</p> <p>Village</p> <p>Town</p> <p>God</p> <p>Ceremony</p> <p>Era</p> <p>Period</p> <p>Primary source</p> <p>Timeline</p> <p>Chronology</p>

		<p>After a group of British officials were killed by soldiers from Ancient Benin, Britain invaded and burnt Benin city down.</p> <p>The kingdom of Benin became part of the British Empire.</p>		
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To investigate Ancient Benin through primary sources and create timelines.</li> <li>2) To understand how Ancient Benin was ruled</li> <li>3) To reflect on the lives of ordinary people in Ancient Benin</li> <li>4) To understand religion in Ancient Benin</li> <li>5) To find out why and how the Kingdom of Benin ended</li> </ol>			
Geography	Theme	Knowledge	Skills	Key concepts and vocabulary
	<b>Au 2: Polar Regions</b>	<p>The polar regions are the two frozen areas of land at the top and bottom of the world.</p> <p>The Arctic and Antarctic Circles are the most northerly and most southerly of the five major circles of latitude.</p> <p>The Arctic is the polar region at the north of the world.</p> <p>The Antarctic is the polar region at the south of the world.</p> <p>The North Pole is the most northerly point of the world. The South Pole is the most southerly tip of the world.</p> <p>Both of the polar regions have a very cold and dangerous climates different to our own.</p> <p>The Arctic is in the northern hemisphere so has the same pattern of seasons as the UK.</p>	<p>Locate countries, continents and other geographical areas using maps and atlases.</p> <p>Use the eight points of a compass, four figure grid references and symbols alongside maps.</p> <p>Identify the position and significance of the equator, northern hemisphere, southern hemisphere, arctic circle and Antarctic circle.</p> <p>Research and understand geographical similarities and differences of the UK and the polar regions.</p> <p>Describe and understand key elements physical and human features.</p>	<p>Polar regions</p> <p>Arctic</p> <p>Antarctic</p> <p>Latitude</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Arctic circle</p> <p>Antarctic circle</p> <p>North Pole</p> <p>South Pole</p> <p>Country</p> <p>Continent</p> <p>Climate</p> <p>Temperature</p> <p>Sub-zero</p> <p>Precipitation</p> <p>Rain</p> <p>Snow</p> <p>Hail</p> <p>Land</p> <p>Ocean</p> <p>Iceberg</p> <p>Ice sheet</p>

		<p>The Antarctic is in the southern hemisphere so has the opposite pattern of season as the UK.</p> <p>Very few people live in the polar regions. The land is often used for tourism or finding natural resources such as metal.</p>		<p>Cliff Mountain Windspeed Population Settlement Inhabitants Lifestyle Inuit Traditional Natural resources Tourism</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To be able to locate Arctic and Antarctic and describe some key physical features  2) To compare the climate of the polar regions with our own  3) To understand how land in the polar regions is used (natural resources + tourism)  4) To reflect on how the climate of the polar regions affects the lives of the humans who live there (Inuit life)  5) To understand how climate change is affecting the polar regions.</p>			
Art	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key concepts and vocabulary</b>
	<b>Au1: Vincent Van Gogh and Flower Paintings</b>	<p>Vincent Van Gogh is one of the world's most famous painters.</p> <p>Van Gogh lived from 1853 to 1869. He was born in the Netherlands but also lived in the UK and France.</p> <p>Van Gogh painted landscapes, portraits and still life pictures. He was never successful in his lifetime and only became famous after his death.</p> <p>Van Gogh painted in the style of 'Impressionism'.</p> <p>Impressionists are not interested in painting the world realistically. They use broad brush strokes and try to paint movement and light as well as objects.</p>	<p>Analyse the works of famous artists and make observations about things such as form, colour, texture, subject matter and mood etc.</p> <p>Give personal opinions on works of art giving reasons for these.</p> <p>Research the lives of famous artists and reflect on how their lives may have influenced their art.</p> <p>Improve and master artistic techniques through practice.</p> <p>Experiment with a range of media and materials.</p> <p>Keep sketch books and mood boards to illustrate artistic journeys and inform planning.</p> <p>Use the work of artists and artistic movements to inform original works of art.</p>	<p>Vincent Van Gogh Paint Painter Painting Landscape Portrait Still life Oil paint Water colour paint Impressionist Impressionism Analyse Experiment Plan Final piece Evaluate Sketch book Mood board</p>

DT		<p>A still life painting is a painting that shows a set of objects arranged in position.</p> <p>Water colours are a type of paint that are thinned with water. They are not very bright and slightly transparent.</p>	<p>Plan final pieces, considering a number of different elements such as subject matter, position, materials etc.</p> <p>Evaluate final pieces and reflect on improvements and next steps.</p>	
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn about the life of Vincent Van Gogh and analyse some of his paintings</li> <li>2) To learn a number of water colour painting techniques</li> <li>3) To collect ideas and plan a final piece</li> <li>4) To paint my final piece</li> <li>5) To evaluate my final piece</li> </ol>			
	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au2: Making Mini Greenhouses</b></p>	<p>A green house is a structure used to grow plants inside.</p> <p>The design of green houses has changed over time. Many designers have contributed to this process.</p> <p>Green houses are made from transparent materials – these allow light to pass through and trap heat inside.</p> <p>Designers begin the design process by thinking about ‘design criteria’ or brief they have been given.</p> <p>Designers look at existing products to gather ideas for their new designs.</p> <p>A stable structure is strong and will not easily fall down.</p> <p>Some shapes are more stable than others. Designers have to think carefully about shape when designing a structure.</p>	<p>Understand and follow a set of design criteria or a design brief.</p> <p>Analyse and evaluate existing products to gather ideas for new designs.</p> <p>Investigate how different shapes and materials affect the features of a product and allow a designer to meet the design brief.</p> <p>Communicate ideas through discussions, annotated sketches and diagrams.</p> <p>Select from a range of materials, thinking about the properties that make them useful.</p> <p>Select from a range of tools, thinking about which ones will help them construct their product safely and accurately.</p> <p>Apply their findings on how to create stable structures during the construction process.</p> <p>Evaluate their own products against the design criteria or design brief and think of improvements that can be made.</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Designer</p> <p>Function</p> <p>Purpose</p> <p>Design brief</p> <p>Design criteria</p> <p>Annotate</p> <p>Material</p> <p>Component</p> <p>Shape</p> <p>Fix</p> <p>Join / joint</p> <p>Analyse</p> <p>Properties</p> <p>Materials</p> <p>Strengthen</p> <p>Stable</p> <p>Stiffen</p> <p>Reinforce</p> <p>Transparent</p> <p>Opaque</p> <p>Translucent</p>

		<p>Some materials are better suited to a job than other materials. Designers have to think carefully about materials when designing a structure.</p> <p>Creating an initial design (a prototype) is an important part of the design process. This is where designers make decisions about the shapes and materials they will use.</p> <p>When a prototype has been built, designers will evaluate it and think of ways in which it could be improved.</p>		
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To analyse and evaluate different greenhouses (focus on Sheffield Botanical Garden pavilions)</li> <li>2) To investigate how shapes affect stability</li> <li>3) To think about which materials I will use for my green house</li> <li>4) To design my greenhouse</li> <li>5) To build my greenhouse</li> <li>6) To evaluate my greenhouse</li> </ol>			
Computing	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key concepts and vocabulary</b>
	<b>Au1: The Internet</b>	<p>A network is group of connected computer devices.</p> <p>Networks can share information with other networks to form the internet.</p> <p>Different types of devices may be involved in a network such as routers.</p> <p>The internet is connected by lots of routers. These direct information around the internet.</p>	<p>Explain what a network is and how they connect devices.</p> <p>Describe how the internet is connected by lots of routers.</p> <p>Explain how the World Wide Web is part of the internet which contains websites and webpages.</p> <p>Identify other tasks that can be completed on the internet such as sharing files or emails.</p> <p>Use an internet browser to collect information and make comparisons between different websites.</p>	<p>Network</p> <p>Devices</p> <p>Internet</p> <p>World Wide Web (WWW)</p> <p>Websites</p> <p>Webpages</p> <p>Messages</p> <p>Information</p> <p>Routers</p> <p>Routing</p> <p>PCs</p> <p>Network switch</p>



		<p>The World Wide Web is part of the internet which contains websites and webpages.</p> <p>A website is a collection of webpages under one name.</p> <p>Files, emails and other digital media can be shared on the internet.</p> <p>A web address gives us information about how the website was created.</p> <p>To access the World Wide Web we need a connection to the internet and a web browser.</p> <p>Most websites share common features. For example: logos, titles, links, text, pictures and videos.</p> <p>Some websites allow content to be added. This has advantages and disadvantages.</p> <p>There are rules for using and sharing content on the web. Content on the web is owned by someone in the real world.</p> <p>There is lots of inaccurate information on the World Wide Web which can spread quickly.</p>	<p>Identify what can and cannot be shared on the internet.</p> <p>Decipher web addresses to be able to explain how a website was created.</p> <p>Identify what is needed to access websites on the World Wide Web.</p> <p>Use an internet browser to identify and describe features of websites.</p> <p>Identify who can add content to specific websites and discuss the advantages and disadvantages of this.</p> <p>Safely explore different websites which allow us to make content on.</p> <p>Explain how ownership of content works in a real-life context and online.</p> <p>Explain that there is lots of inaccurate information on the World Wide Web which can spread quickly.</p> <p>View websites with a critical eye to try and identify inaccurate or edited information.</p>	<p>Server</p> <p>Share</p> <p>File</p> <p>Email</p> <p>Digital media</p> <p>Web address</p> <p>Browser</p> <p>Chrome</p> <p>Safari</p> <p>Internet Explorer</p> <p>Opera</p> <p>Firefox</p> <p>Content</p> <p>Accurate</p> <p>Inaccurate</p> <p>Spread</p> <p>Edited</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To describe how networks connect to other networks.</li> <li>2) To recognise how networked devices make up the internet</li> <li>3) To outline how websites can be shared via the World Wide Web (WWW)</li> <li>4) To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>5) To recognise how the content of the WWW is created by people</li> <li>6) To evaluate the consequences of unreliable content</li> </ol>			

	<b>Au2: Audio Editing</b>	<p>Many different digital devices can allow us to record, edit and share audio recordings.</p> <p>To record and listen to audio recordings a device needs and input (to record) and an output (to listen).</p> <p>There any many factors which contribute to the quality of audio recordings.</p> <p>Audacity is a free program which can be used to record and edit audio recordings.</p> <p>It is possible to import and align sound effects to create layers within a recording.</p> <p>Saving work allows it to remain editable.</p> <p>A podcast is an audio recording shared online which people listen to. They usually contain people talking about certain topics.</p> <p>There are strategies that we can use to make a podcast engaging.</p> <p>Audio recording projects need to exported before they can be shared.</p> <p>Audio content creators evaluate projects and suggest strengths and areas for improvement.</p>	<p>Identify and use the features a device needs to record, edit, share and delete audio recordings.</p> <p>Explain the factors which will contribute to the quality of an audio recording.</p> <p>Use Audacity to record and edit audio recordings.</p> <p>Save audio projects to allow them to remain editable.</p> <p>Plan a podcast on a topic of choice.</p> <p>Record and edit audio using a range of strategies for making an engaging podcast.</p> <p>Review recordings and then rerecord if necessary.</p> <p>Import and align sound effects to create layers within a recording.</p> <p>Export completed audio recording projects so that they can be shared.</p> <p>Listen to an evaluate audio recordings to identify their strengths and areas for improvements.</p>	<p>Audio</p> <p>Sound</p> <p>Record</p> <p>Edit</p> <p>Share</p> <p>Delete</p> <p>Input</p> <p>Output</p> <p>Device</p> <p>Podcast</p> <p>Audacity</p> <p>Sound effects</p> <p>Layers</p> <p>Save</p> <p>Editable</p> <p>Export</p> <p>Evaluate</p> <p>Strength</p> <p>Area for improvement</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To identify that sound can be recorded</li> <li>2) To explain that audio recordings can be edited</li> <li>3) To recognise the different parts of creating a podcast project</li> <li>4) To apply audio editing skills independently</li> <li>5) To combine audio to enhance my podcast project</li> <li>6) To evaluate the effective use of audio</li> </ol>			

	Theme	Knowledge	Skills	Key concepts and vocabulary
	<b>Au1: PE Specialist: Tag Rugby</b>	<p>It is important to warm up and warm down before and after exercise.</p> <p>Tag rugby is an invasion game played by two teams.</p> <p>Tag rugby is a safer version of full-contact rugby.</p> <p>The ball in tag rugby must always be passed backwards.</p> <p>When a player has a tag removed, they must pass the ball within three seconds.</p> <p>Possession can only be gained by intercepting the ball.</p> <p>A try is scored by the attacking team when they place the ball on the ground over the try line.</p> <p>A try is worth one point</p> <p>If the ball goes off the pitch, it is a free pass to the appropriate team</p>	<p>Develop control and accuracy when throwing and catching a rugby ball.</p> <p>Pass the ball backwards to a teammate.</p> <p>Successfully beat a defender.</p> <p>Begin tagging players in game situations.</p> <p>Begin to understand and develop correct technique of passing the ball.</p> <p>Develop understanding of tag rugby and participate in small games.</p> <p>Use simple tactics in game situations.</p> <p>Improve decision making skills and choose the right skills that meet the needs of the situation.</p> <p>Play simple tag rugby games with an understanding of the basic rules.</p> <p>Follow the rules of the game.</p> <p>Develop attacking and defending skills within tag rugby.</p>	<p>Dodge</p> <p>Evade</p> <p>Backwards</p> <p>Pass</p> <p>Accuracy</p> <p>Target</p> <p>Defend</p> <p>Teamwork</p> <p>Pocket Pass</p> <p>Attack</p> <p>Dummy</p> <p>Speed</p>
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To control the ball when travelling</li> <li>2) To show good technique when passing</li> <li>3) To catch the ball consistency</li> <li>4) To play tagging and defending games</li> <li>5) To work together with others</li> <li>6) To make decisions in games</li> </ol>				

	<b>Au2: PE Specialist: Health Related Exercise (Fitness)</b>	<p>It is important to warm up and warm down at the start and end of exercise.</p> <p>It is important to maintain our fitness to keep our bodies healthy.</p> <p>Regular physical activity can improve your strength.</p> <p>Exercise helps your muscles grow and improves the health of your heart and lungs.</p> <p>It is important to carry out exercises in the correct way to keep ourselves safe.</p>	<p>Discuss healthy &amp; unhealthy foods, and why eating well is good for you.</p> <p>Improve speed, agility and stamina</p> <p>Develop the safe jumping technique to gain height and distance.</p> <p>Develop control, balance and coordination when completing a variety of tasks.</p> <p>Work well as a team.</p> <p>Explore and practice a variety of movements and fitness techniques.</p> <p>Complete exercise with good technique and focus, and with good energy</p> <p>Understand what aerobic exercise is.</p> <p>Discuss the importance of leading a healthy lifestyle.</p> <p>Understand the importance of warming up and cooling down</p> <p>Understand what core strength is and develop it using correct techniques.</p> <p>Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique.</p> <p>Work well both independently and in small groups.</p> <p>Show self-belief and determination to manage and accomplish tasks.</p>	<p>Run</p> <p>Jump</p> <p>Balance</p> <p>Strength</p> <p>Independent</p> <p>Aerobic</p> <p>Endurance</p> <p>Self-Belief</p> <p>Determination</p> <p>Combination</p> <p>Lifestyle</p> <p>Core Strength</p>
	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>1) To combine movements</li> <li>2) To move with control when tired</li> <li>3) To hold own body weight in shapes such as front support and crab</li> <li>4) To perform fast feet with coordination</li> </ol>			

- 5) To perform a number of sit ups
- 6) To show control during different movements

**Au1: Class Teacher:  
Netball**

It is important to warm up and warm down before and after exercise.

Netball is an invasion game played by two teams of around five players.

A goal is scored by the ball going through the net.

Players are not allowed to move whilst holding the ball.

The ball must be passed within four seconds.

You cannot touch members of the opposite team.

Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low.

Perform a range of actions with the ball keeping it under control.

React to situations to make it difficult for opponents – using simple tactics.

Show good awareness of others when playing games.

Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.

Copy actions and ideas and use the information to improve their skills.

Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.

Identify what you do best and what you find most difficult and recognise this in others performance.

Pass and receive the ball with control.

Select passes that keep possession.

Take up space/positions that make it difficult for opponents.

Move to support teammates once you have passed the ball and explain how to keep possession.

Explore  
Control  
Speed  
Direction  
Pass  
Chest Pass  
Bounce Pass  
Technique  
Aim  
Passing  
Teamwork  
Shoot  
Score  
Accuracy  
Power  
Breathing

**Sequence of lessons:**

- 1) To pass/ send a ball with increasing accuracy
- 2) To move in front of passing lines to intercept the ball
- 3) To demonstrate a correct chess pass technique
- 4) To keep good control of the ball

- 5) To move off the ball when attacking
- 6) To play in small sided games, employing simple tactics

**Au2: Class Teacher:  
Orienteering**

OAA stands for Outdoor Adventurous Activities. Orienteering is often part of OAA.

Orienteering is an outdoor adventure sport that involves map reading and running.

In orienteering, competitors must navigate between control points marked on a special map.

A control card is given to competitors at the start of an orienteering event. It is used to prove that they have visited all the control points correctly.

A control marker is a checkpoint on an orienteering course, which can be a coloured flag or sign on a wooden post.

Control points are a series of checkpoints on an orienteering course, demarcated by control markers. The control points are marked on the map, as well as being visible in the terrain.

Be able to use some basic features on a map to select and plan a route.

Work well in big groups, sharing, taking turns, and cooperating with others.

Begin to understand the competitive side of orienteering and take part in a picture orienteering event.

Meet challenges effectively working as part of a team.

Begin to problem solve with others.

Understand what a compass is used for and be able to use the direction points.

Has knowledge of safety rules and procedures for taking part in orienteering events.

Participate in competitive orienteering events, following instructions of the game

Recognise that activities need thinking through and planning.

Evaluate your performance and recognise what went well and what could be improved.

Participate in team games, working cooperatively, solving problems with others.

Communicate effectively with other people and discuss plans to achieve success.

To make a map with symbols and be able to recognise where you are on a map, using basic techniques.

Teamwork  
Map Skills  
Picture Orienteering  
Control Plotting  
Indoor Mapping  
Communication  
Problem Solving

			Move confidently in different ways, developing agility, balance, and co-ordination.	
	<b>Sequence of lessons:</b> 1) To communicate effectively with others 2) To move confidently with control 3) To make a map 4) To understand the different points on a map 5) To compete against others 6) To complete a picture orienteering evens			
RE	Theme	Knowledge	Skills	Key concepts and vocabulary
	<b>Au1: Fairness and Justice</b>  How do Jewish people think we can mend the world?	<p>We all live in one world, and all have a responsibility to each other to try to improve the world.</p> <p>Jewish people believe that part of being Jewish is to take responsibility for the state of the world and try to make it better.</p> <p>Tikkum olam is a Jewish phrase which means to heal or mend the world.</p> <p>Gemilut chassidim is a Jewish phrase which means acts of loving kindness.</p> <p>Many charities around the world try to heal or mend the world.</p> <p>Some examples of Jewish charities are Tzedek, Jewish Child's Day and Oasis of Peace UK.</p>	<p>Reflect on what it means to heal or mend something.</p> <p>Explain the concept of tikkun olam and say why Jewish people try to help others.</p> <p>Describe things Jewish people might do to bring justice or try to heal and mend the world.</p> <p>Make links between how and why I try to help others and how and why a Jewish person might do so.</p> <p>Discuss and compare different ideas about helping others, including the work of several Jewish charities.</p> <p>Explore and attempt random acts of kindness.</p>	<p>Tikkun olam</p> <p>Tzedek</p> <p>Gemilut chassidim</p> <p>Jewish</p> <p>Judiasm</p> <p>Healing</p> <p>Mending</p> <p>Supporting</p> <p>Protecting</p> <p>Kindness</p> <p>Charity</p>

**Sequence of lessons:**

- 1) To reflect on what it means to heal and to mend (activity 1 in scheme)
- 2) To learn about tikkun olam (activity 2 in scheme)
- 3) To reflect on whether we can heal or mend the world (activity 4 in scheme)
- 4) To explore how Jewish charities try to heal the world (activity 5 in scheme)
- 5) To explore gemilut chassidim and random acts of kindness (activity 7 in scheme)

**Au2: Celebrations**

Why is Pentecost an important festival for Christians?

For Christians, Pentecost marks the giving of the Holy Spirit to the disciples of Jesus.

The followers of Jesus were Jews and part of Jewish tradition.

Pentecost is seen as the 'birthday of the Church', as this is where the message of Jesus began to be spread across the Roman world, gradually becoming distinct from its Jewish roots.

Most Christians believe the Holy Spirit is the third person of the Trinity – the Holy Spirit is God.

Many Christians believe the Holy Spirit helps them to follow Jesus.

Christians celebrate Pentecost in different ways.

Describe what happened in the Bible story of the Day of Pentecost.

Make links between the Day of Pentecost and what Christians believe about the Holy Spirit.

Describe what Christians believe the Holy Spirit is like and what he does.

Describe what difference the giving of the Holy Spirit made to the followers of Jesus in New Testament times and today.

Suggest how and why Pentecost is an important Festival for many Christians today.

Offer ideas about whether Pentecost is the most important festival, compared with Easter and Christmas and why.

Christian  
Jesus  
Disciple  
Jewish  
Tradition  
Pentecost  
Roman  
Holy Spirit  
Trinity  
God  
Celebrate  
Festival

**Sequence of lessons:**

- 1) To reflect on how we can change the world (activity 1 in scheme)
- 2) To learn the story of Pentecost (activity 2 in scheme)
- 3) To explore the symbolism of Pentecost (activity 3 in scheme)
- 4) To learn about Christian beliefs about the Holy Spirit (activity 4 in scheme)
- 5) To evaluate the significance of Pentecost (activity 6 in scheme)



	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Being me in my world</b></p>	<p>Inclusion is accepting everyone, regardless of their differences.</p> <p>Exclusion is stopping someone from joining in.</p> <p>Our school community is the adults and children who work and learn in our school.</p> <p>Everyone has an important role to play in keeping the school running smoothly.</p> <p>Democracy is making a decision as a group of people, usually through voting.</p> <p>The school council is a group of children who help make decisions on our behalf and share our views and opinions</p> <p>Each class votes to select the children who will be on the school council.</p> <p>Our actions can have positive and negative consequences.</p> <p>We have choices over our actions and must think about how they affect ourselves and others.</p> <p>When we make the right choices, we may get rewards and praise.</p> <p>When we make the wrong choices, we may get punishments or sanctions.</p> <p>Our bodies have private areas which we should only show to trusted adults when we feel comfortable.</p>	<p>Identify and discuss how people may feel when they are included and excluded from social situations.</p> <p>Reflect on the roles of adults in our lives and how they play an important part in our upbringing.</p> <p>Discuss the importance of democracy and reflect on the role of our school council in helping us share our views and opinions.</p> <p>Identify how our actions might affect ourselves and others.</p> <p>Identify some of the rewards we may receive for good decisions, and some of the rewards we may receive for poor decisions.</p> <p>Discuss the areas of our body that we keep private and identify when we might need to show these to a trusted adult.</p> <p>Identify what personal information we should share and when it is appropriate to share it.</p>	<p>Included Excluded Welcome Valued Team Role Job description School community School council Democracy Views Opinion Vote Responsibility Rights Responsibilities Democracy Reward Consequence PANTS Private Personal information Trusted adult</p>

		<p>There are some secrets we should keep and others that we should share to keep people safe.</p> <p>Personal information is information which identifies you. We must be very careful about sharing this information both online and offline.</p>		
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To reflect upon how it feels to be included and excluded</li> <li>2) To know who is in my school community and how they are important</li> <li>3) To discuss how democracy works through our school council</li> <li>4) To think about how my actions affect myself and others</li> <li>5) To learn about how 'PANTS' can keep us safe</li> </ol> <p><b>6) Online Safety: Sheffield Scheme: Screen Time (L1): LC: To understand that the amount of time we spend online can affect our well-being</b></p>				
	<p><b>Au2: Celebrating Difference</b></p>	<p>Assumptions are guesses we make about people without knowing the truth about them.</p> <p>Making assumptions about people can lead to having negative feelings about them.</p> <p>We should be careful about making assumptions or judgements about people.</p> <p>There may be many things which influence the assumptions we make about people.</p> <p>Bullying is deliberately hurting someone repeatedly over a long time.</p> <p>Bullying can be hard to spot because people may be ashamed and keep it hidden.</p> <p>Some people may join in with bullying because they are afraid of becoming victims or not understand how it hurts people.</p>	<p>Recognise differences between people and discuss the importance of accepting and celebrating these differences.</p> <p>Identify those things and people which influence the assumptions we have about other people.</p> <p>Explain what bullying is and the differences between direct and indirect bullying.</p> <p>Discuss the reasons people may become involved with bullying behavior.</p> <p>Identify what makes ourselves special and the reasons for valuing these things.</p> <p>Identify the ways in which our friends are different to us and each other and why this is positive.</p>	<p>Character Assumption Judgement Surprised Different Appearance Accept Influence Opinion Attitude Bullying Friend Secret Deliberate On purpose Bystander Witness Bully Problem solver Cyber bullying Text message Website Troll</p>

		<p>There are many special things about every person and we should be proud of what makes us special.</p> <p>There will be many ways in which our friends are different to us and different to each other. This is a good thing that should be celebrated.</p>		<p>Special Unique Different Characteristic Physical features Gender Race religion Equality Able Disabled</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To learn why we should accept people for who they are  2) To understand who or what influences our assumptions about people  3) To know what bullying is and why it can be hard to spot  4) To understand why people may join in with bullying  5) To identify what is special about me and why I should value it</p> <p><b>6) Online Safety: Sheffield Scheme: Deciding What is Appropriate (L3): LC: To understand that not everything on the internet is appropriate for children</b></p>			
Music	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Traditional Music (Tin Whistle)</b></p>	<p>Traditional music is music that has been played in a particular country, culture or religion for a long time.</p> <p>Folk music is music from a particular country or culture that is based on traditional and historical themes and structures.</p> <p>A pentatonic scale is a scale comprising of five notes (EG: C, D, E, G and A).</p> <p>A tin whistle (or penny whistle) is a tuned wind instrument that has six holes.</p>	<p>Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff notation.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p> <p>Develop an understanding of the history of British music.</p>	<p>Phrasing Dynamics Pentatonic Scale Harmonies Minim Crotchet Dotted crotchet Folk Band</p>

**Sequence of lessons:**

- 1) To listen and appraise (context: traditional music)
- 2) To explore traditional music (context: folk focus)
- 3) To investigate a musical instrument (context: tin whistle)
- 4) To learn how to play a scale (context: pentatonic scale)
- 5) To play call and response melodies (context: pentatonic scale)

**Theme**

**Knowledge**

**Skills**

**Key concepts and vocabulary**

**Au2: Traditional Music (Tin Whistle)**

**As above, plus:**  
Old MacDonald was originally written in 1706 by Thomas D'Urfey.  
  
Old MacDonald is written using a pentatonic scale.  
  
Evaluation is a process of improving something through observation, assessment and discussion.

Develop the ability to play a melodic instrument. Play and perform melodies following staff notation using a small range of notes, as a whole class or in small groups.  
  
Learn the notes C, D, E, G and A (pentatonic scale) on the tin whistle.  
  
Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).  
  
Learn and rehearse a familiar piece of folk music.  
  
Record and appraise a performance using recording technology.  
  
Evaluate and improve a performance.

**As above plus:**  
Staff Notation  
Stave  
Treble Clef  
Clef

**Sequence of lessons:**

- 1) To learn a traditional folk tune (context: pentatonic scale)
- 2) To learn a melody (context: Old Macdonald)
- 3) To practice a melody (context: Old Macdonald)
- 4) To rehearse and improve (context: Old Macdonald)
- 5) To perform and evaluate (context: Old Macdonald)

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**Theme**

**Knowledge**

**Skills**

**Key concepts and vocabulary**

	<b>Au1: Unit D - Playtimes</b>	<p>Verbs in French have different endings based on who is performing them.</p> <p>French uses lots of different tenses as in English.</p> <p>In French there are sometimes more than one word for the English equivalent.</p> <p>In French if you are explaining that you like doing something, the verb you enjoy should be in the infinitive.</p> <p>Some nouns in French have irregular plurals.</p>	<p>Recognise a familiar word in a spoken sentence, given a visual prompt.</p> <p>Repeat and copy down a few short sentences about themselves.</p> <p>Play a simple French playground game, when given visual or spoken prompts.</p> <p>Repeat part of a simple French song.</p> <p>Spell basic French words with some help.</p> <p>Express an opinion with a simple phrase, given some assistance.</p> <p>Follow some of a written text when listening to it read aloud.</p>	<p>Imperative Command Masculine Feminine Word Phrase Sentence Tense Verb Question</p> <p>French vocabulary related to: Animals Simon Says Games Playground activities</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn a well-known French nursery rhyme</li> <li>2) To play 'Simon Says' in French</li> <li>3) To learn how to say 'I play' in French</li> <li>4) To talk about what is in a playground</li> <li>5) To ask what someone likes what to play</li> </ol>			
	<b>Au2: Unit E - Home</b>	<p>'Dans' can mean in or inside.</p> <p>To say you live 'in a place' in French, you use 'a' instead of dans.</p> <p>In French, there are similar words to 'first' and 'second' which are used instead of just numbers.</p> <p>In French '<i>qu'est-ce que</i>' can added at the start of a sentence to create an open question.</p> <p>In French, where two vowels meet, an apostrophe often takes the place of the second one.</p>	<p>Recognise a familiar sound when it is heard in a song.</p> <p>Identify one or two key words from the story with support.</p> <p>Copy out or repeat sentences which use numbers in simple descriptions.</p> <p>Be able to repeat aloud full sentences about their homes and daily routines.</p> <p>Write a word in French to respond to a spoken question.</p> <p>Recognise sentences where the word order is different to English.</p> <p>Identify an article with some help.</p>	<p>Preposition Question Open Closed Apostrophe Vowel Verb Reflexive</p> <p>French vocabulary related to: Settlements Houses Rooms Bedrooms Items in bedrooms Items in kitchens Daily routines</p>

		Some French verbs are reflexive. This means they have 'me' in front of them. This is because you are performing the verb on yourself.		
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**Sequence of lessons:**

- 1) To ask someone where they live
- 2) To describe your home
- 3) To describe your bedroom
- 4) To explain what is in your kitchen
- 5) To discuss your daily routine