

Year 3/4 Autumn – Cycle 1

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Animals Including Humans</p>	<p>All animals need to eat to help them grow, heal themselves and to get them energy.</p> <p>The food that an animal eats is known as its diet.</p> <p>Some animals only eat plants. These are known as herbivores.</p> <p>Some animals only eat other animals. These are known as carnivores.</p> <p>Some animals eat both plants and animals. These are known as omnivores.</p> <p>An animal's diet will affect its behaviour. For example, animals that eat meat often hunt. However, different animals hunt in different ways.</p> <p>Humans need a healthy, balanced diet to stay healthy. This includes a mixture of the different food groups: fruit and vegetables, carbohydrates, protein, dairy, and fats.</p> <p>The different food groups help our bodies work in different ways.</p> <p>Many animals have a skeleton. This can be inside or outside the body and is made up of bones.</p>	<p>Describe, compare and sort animals into groups based on their diets.</p> <p>Explain what a healthy diet requires and describe what this might look like for a human.</p> <p>Describe, compare and sort animals into groups based on their skeletons.</p> <p>Plan and conduct a simple investigation about how bones grow over time.</p> <p>Create a model demonstrate how bones and muscles work together to create movement.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Set up simple practical enquiries, comparative and fair tests.</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>Animal Plant Human Diet Food Water Energy Growth Healing Herbivore Carnivore Omnivore Gather Hunt Healthy Balanced Amount Fruit and vegetables Carbohydrates Protein Diary Fats Sugars Skeleton Endoskeleton Exoskeleton Support Protect Growth Damage Repair Muscles Pairs Contract Relax</p>

		<p>Skeletons support or protect the rest of the body. They can be very different in different animals.</p> <p>Bone are like our other body parts: they grow over time and can be repaired if damaged.</p> <p>Bones and muscles work together to help an animal to move. Muscles work in pairs, relaxing and contracting to move bones.</p>	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Investigate Experiment Prediction Measure Fair test Conclusion</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To sort, classify and describe animals based on their diets 2) To understand what a healthy, balanced diet for a human looks like 3) To sort, classify and describe animals based on their skeletons 4) To investigate how bones grow over time 5) To understand how bones and muscles work together to help animals move 				
	<p>Au2: Light</p>	<p>Light is a type of energy that allows us to see things. When there is no light, it is dark and we cannot see.</p> <p>Light comes from many different sources. For example, the sun, lamps and even fireflies. Some of these sources are natural, others are manmade.</p> <p>Some surfaces are reflective. This means that light bounces of them. This allows us to change the direction the light is travelling in.</p> <p>Our eyes are very sensitive and can be damaged by bright lights. We can wear sunhats or sunglasses to protect our eyes from the sun.</p> <p>Some objects are 'opaque': this means that light cannot pass through them.</p>	<p>Find and classify different light sources in the environment around them.</p> <p>Observe what happens when light is reflected of different surfaces and describe this.</p> <p>Explain how to protect their eyes from the sun.</p> <p>Understand, describe and demonstrate that shadows are created when an opaque object blocks a light source</p> <p>Investigate, measure and describe how the size of a shadow can be changed.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</p>	<p>Light Dark Sources Natural Manmade Reflective Bounce Travel Direction Eye Sensitive Damage Blind Sun Rays Shadow Opaque Translucent Transparent Investigate Experiment Prediction Measure</p>

		<p>Some objects are translucent: this means that a little light can pass through them.</p> <p>Some objects are transparent: this means that a lot of light can pass through them.</p> <p>When an opaque object blocks a light source, a shadow is formed.</p> <p>The size of a shadow can be changed by altering the distance between the object and the light source.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</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>Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Fair test</p> <p>Conclusion</p>
	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To understand that we need light to see things and that it comes from many sources 2) To investigate how light can be reflected off certain surfaces 3) To understand the dangers of light and how we can protect ourselves 4) To understand how shadows are formed. 5) To investigate how the size of shadows can change 			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: The Tudors	<p>The Tudor period lasted from 1485-1603. It began with the Battle of Bosworth where Henry Tudor defeated King Richard III. It ended when Queen Elizabeth I died without any children as an heir.</p> <p>Henry VIII was one of the most famous Tudor monarchs. As he desperately</p>	<p>Understand that a timeline can be divided into BCE (before the Common Era) and CE (the Common Era).</p> <p>Create timelines for a topic using dates accurately.</p>	<p>Tudor Period</p> <p>Monarchy</p> <p>King</p> <p>Queen</p> <p>Family</p> <p>Dynasty</p> <p>Heir</p> <p>Henry VIII</p>

		<p>wanted a son to be his heir, he married six times, sometimes executing his wives if they were not to his liking.</p> <p>Henry VII changed Christian religion in England. As he wanted a divorce, he left the Catholic church and ruled that the country should be Protestant.</p> <p>The Tudors were superstitious people who believed in witchcraft and spells. They often performed rituals to try and keep themselves safe.</p> <p>Due to advances in shipbuilding techniques, explorers from Tudor England and Europe began to travel much further around the world.</p> <p>This brought new goods back home and made England rich and powerful.</p> <p>Tudor diets varied upon how rich a person one. Rich people ate lots of meat and few vegetables. Poor people ate lots of vegetables and not much meat.</p> <p>The Tudors had a number of rules for how you were supposed to behave when eating.</p> <p>There were many options for entertainment in Tudor times. Theatres were very popular, and the work of William Shakespeare is still enjoyed today.</p>	<p>Understand that timelines may focus on a specific place as well as era (e.g. a time line of Britain).</p> <p>Answer questions about how and why events and people from the past are significant.</p> <p>Begin to express opinions about the significance of people and events from the past.</p> <p>Explore differences between the lives of people living at the same time.</p> <p>Explore changes at a local, national and international level.</p> <p>Investigate and give reasons for events in the past.</p> <p>Describe the effects of events in the past within an era.</p> <p>Use a wide range of sources (written, visual or oral) to learn more about the past.</p> <p>Begin to understand and be aware of the difference between primary and secondary sources.</p>	<p>Divorce Execute Christianity Catholic Protestant Rome Pope Superstitious Witchcraft Spells Ritual Shipbuilding Galleon Explore Europe New World Goods Diet Rich Poor Manners Entertainment Theatre William Shakespeare</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To investigate the chronology of the Tudor period 2) To find out about Henry VIII and how he changed religion in Tudor England (BV: Democracy / Tolerance) (PC: Sex / Pregnancy / Religion) 3) To investigate Tudor beliefs and superstition (BV: Tolerance) (PC: Religion or Belief) 4) To find out about Tudor exploration and discovery 				

5) To investigate Tudor entertainment: feasting and theatre

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Au2: Forests</p>	<p>Forests are large areas of trees and other plants that can be found in many different parts of the world.</p> <p>Tropical forests (often known as rainforests) are very warm and wet. They can be found near the equator. The weather in these forests stays most the same all year around.</p> <p>Temperate rainforests have weather which changes with the 4 seasons. They are found above or below the equator.</p> <p>Boreal forests are found in the far north of the world. They are in very cold areas with temperatures that are often sub-zero.</p> <p>Tropical rainforests are densely packed with trees and other plants. They are split into four different layers: the emergent, the canopy, the under canopy and the shrub level. Each layer will receive different amounts of sunlight and be home to different species of plants and animals. Unfortunately, many forests are at risk from deforestation. This is when humans cut down trees for a number of reasons.</p> <p>Climate change can also create dangers for forests such as wild fires, flooding, invasive species and diseases.</p>	<p>Be able to name and locate world countries including those in Europe and The Americas using maps.</p> <p>Be able to identify the position of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.</p> <p>Begin to describe key aspects of physical geography, including: climate zones and vegetation belts (forests).</p> <p>Begin to describe key human geographical features, including: types of economic activity, the distribution of natural resources.</p> <p>Field and map work:</p> <p>Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key.</p> <p>Taking digital photos and annotating them with labels or captions.</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs. Use atlases, maps and globes.</p> <p>Use maps at more than one scale.</p> <p>Recognise some patterns on maps and begin to explain what they show.</p> <p>Give maps a title to show their purpose.</p>	<p>Forest Trees Animals Plants Vegetation Species (invasive) Tropical forest Temperate forest Boreal forest Emergent layer Canopy Under canopy Shrub layer Deforestation Climate change Fire Wild fire Flood Disease</p>

DT			<p>Use thematic maps.</p> <p>Use simple grids.</p> <p>Give direction instructions up to 8 cardinal points.</p> <p>Use 4-figure coordinates to locate features.</p> <p>Use plan views regularly.</p> <p>Give maps a key with standard symbols.</p>	
	<p>Sequence of Lessons:</p> <p>1) To use a range of maps to find the world's major forests and wooded areas in our locality</p> <p>2) To understand that forests can have very different climates</p> <p>3) To explore the different layers of a tropical rainforest</p> <p>4) To compare a temperate forest with a tropical rainforest (fieldwork – potentially in Ecclesall Woods or the wooded area of the school grounds)</p> <p>5) To investigate some of the risks posed to the world's jungles and forests (BV: The Rule of Law / Mutual Respect)</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au2: Making Healthy Dips (Hummus)</p>	<p>Hummus is a dip that originated in the Middle East. It is very popular in countries such as Lebanon and Egypt.</p> <p>It is mainly made from chickpeas. Chickpeas are a type of bean, and they are mixed with ingredients like olive oil, lemon juice, garlic, and tahini (a paste made from sesame seeds).</p> <p>People often eat hummus with pita bread or vegetables.</p> <p>We can work out how healthy a food item is by looking carefully at the packaging.</p>	<p>Explore and evaluate existing products in relation to their purposes and whether they are well-designed.</p> <p>Begin to understand that key events and individuals have shaped the development of design and technology.</p> <p>Understand that all food comes from plants and animals and is farmed, produced and prepared in different ways.</p> <p>Name and sort foods into the five food groups and discuss the amounts of each group everyone should consume in a day to maintain a balanced diet and healthy lifestyle.</p>	<p>Food</p> <p>Nutrition</p> <p>Hummus</p> <p>Chickpeas</p> <p>Lemon juice</p> <p>Tahini</p> <p>Garlic</p> <p>Olive oil</p> <p>Ingredients</p> <p>Healthy</p> <p>Unhealthy</p> <p>Diet</p> <p>Balanced</p> <p>Fruit and vegetables</p> <p>Carbohydrates</p> <p>Protein</p> <p>Dairy</p> <p>Fats</p>

When we are preparing food, there are a number of techniques we can use to prepare different items. For example, cutting, grating, mashing and whisking.

When we prepare a meal, it is important to plan it out, so that we can buy the correct ingredients and collect the utensils that we need.

It is also important to make sure we cook hygienically.

Discuss a healthy diet when planning and preparing food and how the dishes they are producing relate to this.

Consider their own needs and research the needs of others through discussion.

Develop design criteria for a product when working with others.

Generate a number of initial ideas which include information about materials to be used.

Develop and communicate these ideas through annotated diagrams, templates and mock-ups providing some information about how their product will work.

Develop an ordered plan for the steps they will take to create their product.

With support, use techniques such as mashing, whisking, crushing, grating, cutting and kneading.

From a selection, choose cooking utensils for use and explain their choices.

With support, measure and weigh ingredients to the nearest gram and millilitre.

Evaluate their products against more detailed design criteria giving reasons for their thoughts and suggesting improvements.

Understand the iterative process and that this sometimes requires repeating stages of the design cycle.

Seasonality
 Imported
 Evaluate
 Design criteria
 Plan
 Annotate
 Cutting
 Grating
 Mashing
 Whisking
 Evaluate
 Improve

	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To evaluate a range of different types of hummus in terms of their taste 2) To evaluate different types of hummus in terms of their nutritional value 3) To use a set of design criteria to plan my hummus dip and decide how it will be served 4) To make and serve my hummus dip 5) To evaluate my hummus and think about how it could have been improved 			
Art	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>Au1: Jungle Scenes (Henri Rousseau) Drawing – Pastels</p>	<p>Henri Rousseau was a French painter who was born in 1844. He taught himself to paint my practising and visiting museums. He did not become famous until he was older.</p> <p>He often liked to paint forest scenes full of exotic animals and lush vegetation.</p> <p>Pastels are similar to crayons. However, they are made of coloured powder and a binder.</p> <p>Pastels can be soft or hard.</p> <p>There are many techniques that can be achieved with pastels. As they are made from powder, they are and excellent material for mixing, blending and smudging.</p> <p>When using pastels, a fixative is needed to attach the powder to the paper. Hairspray can be used for this.</p> <p>A mood board is a collection of different ideas, images, colours and textures which help an artist to begin to plan their work.</p>	<p>Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time.</p> <p>Learn about and explain the work of a range of artists, the ways in which they have created art and key details from their life stories.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including some annotations about their feelings towards their work and some basic features of it including colour, line and shape.</p> <p>Understand and explain why learning new skills is an important part of the artistic process and make simple comments about how their own skills are developing.</p> <p>Know the names of the primary and secondary colours and discuss these using the language of complementary and contrasting colours</p> <p>Begin to talk about the 'emotional quality' or 'mood' of colours and explain how and where they may be used.</p> <p>Develop a plan for a final piece based on the media being used and the artist being studied</p>	<p>Henri Rousseau Artist Art Sketch book Scene Exotic Pastel Powder Binder Soft Hard Blend Smudge Mix Fixative Mood board Colour Texture Images Ideas Plan Annotate Materials Final piece Evaluate</p>

To continue improving, artists often evaluate their final pieces and begin to think about their next steps.

including information about colour, line and shape.

Experiment with and purposefully select different drawing materials such as pencils, crayons, chalk, pastels and felt tips.

Draw lines of varying length, thickness and tone with control and understand which types of materials are suitable, including pencils of different degrees of hardness.

Draw a range of shapes with control and accuracy, including some awareness of some shapes having a third dimension, and use these to create compositions.

Create texture and pattern when drawing using a range of techniques such as hatching, cross-hatching, stippling and scribbling.

Understand, explain, describe and imitate the different drawing styles of a range of artists and begin to incorporate these into their own unique style.

Create increasingly realistic drawings and sketches from actual objects, 2D representations and their own imagination, commenting on their choice of techniques.

Discuss and write evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences. with reasons based on colour, line and shape.

Sequence of Lessons:

- 1) To study and evaluate the artwork of Henri Rousseau (PV: Age)
- 2) To become confident with a number of techniques for using pastels
- 3) To create a mood board of different ideas, images, colours and textures.
- 4) To plan my final piece
- 5) To make and evaluate my final piece

Computing

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Connecting Computers</p>	<p>A digital device is a device which is capable of some processing. This means it has functions other than just being on or off.</p> <p>All digital devices are based on the idea of input, process, output.</p> <p>An input is data that is sent to a program to be processed.</p> <p>A process is a program or part of a program running on a computer.</p> <p>The output is the result of the data being processed by the program.</p> <p>One input can lead to a number of outputs. For example, starting a video leads to outputs from the screen and speakers.</p> <p>When completing a task, we can use digital or non-digital devices. However, there may be advantages to each approach. For example, speed or accuracy.</p> <p>Most digital devices are connected to others. For example, by wires, Wi-Fi or mobile phone networks. Being connected allows information to be shared easily and quickly.</p> <p>There are a number of components needed to connect devices.</p>	<p>Explain that digital devices accept inputs.</p> <p>Explain that digital devices produce outputs.</p> <p>Follow a process.</p> <p>Explain what makes a secure password.</p> <p>Classify input and output devices.</p> <p>Describe a simple process.</p> <p>Design a digital device.</p> <p>Explain how I use digital devices for different activities.</p> <p>Recognise similarities between using digital devices and using non-digital tools.</p> <p>Suggest differences between using digital devices and using non-digital tools.</p> <p>Recognise different connections.</p> <p>Explain how messages are passed through multiple connections.</p> <p>Discuss why we need a network switch.</p> <p>Recognise that a computer network is made up of a number of devices.</p> <p>Demonstrate how information can be passed between devices.</p> <p>Explain the role of a switch, server, and wireless access point in a network.</p>	<p>Digital</p> <p>Non-digital</p> <p>Device</p> <p>Input</p> <p>Process</p> <p>Output</p> <p>Program</p> <p>Data</p> <p>Information</p> <p>Video</p> <p>Screen</p> <p>Speakers</p> <p>Advantage</p> <p>Disadvantage</p> <p>Speed</p> <p>Accuracy</p> <p>Connected</p> <p>Network</p> <p>Wi-Fi</p> <p>Serve</p> <p>Wireless Access Port</p> <p>Protect</p> <p>Password</p>

		<p>A server is a computer which manages, stores and provides data such as files to other computers.</p> <p>A wireless access port allows wireless devices to connect to a wired network.</p> <p>A switch manages the flow of data packets within a computer network.</p> <p>There are many benefits to networking devices such as the speed and ease of sending information.</p> <p>However, when using networks, we must protect our devices from other people getting access to them.</p> <p>Digital devices should be protected with secure passwords.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain how digital devices function 2) To identify input and output devices 3) To recognise how digital devices can change the way we work 4) To explain how a computer network can be used to share information 5) To explore how digital devices can be connected 				
	<p>Au2: Stop-Frame Animation</p>	<p>Stop-frame animation is a sequence of drawings or photos show in rapid succession to give the impression of movement.</p> <p>The drawings or photos need to have slight changes each time so the 'movement' appears smooth.</p> <p>We can create animations like this on paper or on a computer. One app that allows us to do this on a tablet is iMotion.</p>	<p>Draw a sequence of pictures.</p> <p>Create an effective flip book—style animation.</p> <p>Explain how an animation/flip book works.</p> <p>Predict what an animation will look like.</p> <p>Explain why little changes are needed for each frame.</p> <p>Create an effective stop-frame animation.</p>	<p>Animation Animator App iMotion Stop-frame Images Drawings Success Rapid Movement Smooth Plan Settings Character</p>

PE		<p>Before beginning an animation, it is sensible to plan it. It should be broken down into settings, characters and events.</p> <p>A storyboard (a rough sketch of the events) can be very useful, too.</p> <p>When making an animation, it is very important to work carefully and consistently, so not to make mistakes.</p> <p>One technique to use is onion skinning. This allows animators to see the frame before and the frame after the one they are working on to ensure the animation is consistent.</p> <p>When we have finished an animation, it is important to evaluate it to check what improvements can be made.</p>	<p>Break down a story into settings, characters and events.</p> <p>Describe an animation that is achievable on screen.</p> <p>Create a storyboard.</p> <p>Use onion skinning to help me make small changes between frames.</p> <p>Review a sequence of frames to check my work.</p> <p>Evaluate the quality of my animation.</p> <p>Explain ways to make my animation better.</p> <p>Evaluate another learner's animation.</p> <p>Improve my animation based on feedback.</p>	<p>Events</p> <p>Storyboard</p> <p>Carefully</p> <p>Consistently</p> <p>Onion-skinning</p> <p>Evaluate</p> <p>Improve</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain that animation is a sequence of drawings or photographs 2) To relate animated movement with a sequence of images 3) To plan an animation 4) To identify the need to work consistently and carefully 5) To review and improve an animation 			
	PE	Theme	Knowledge	Skills
	<p>Au1: Class Teacher: Gymnastics</p>	<p>Gymnastics is an Olympic sport that requires a combination of strength, flexibility, coordination, and balance.</p> <p>Strength is being able to hold and move your body weight easily.</p>	<p>Perform a combination of actions with a change in speed, level or direction.</p> <p>Perform the gymnastics actions on the floor and over, though, across and along apparatus.</p>	<p>Gymnastics</p> <p>Gymnast</p> <p>Strength</p> <p>Flexibility</p> <p>Coordination</p> <p>Balance</p> <p>Teamwork</p> <p>Straddle</p>

	<p>Flexibility is being able to bend and twist your body safely.</p> <p>Coordination is being able to move your body quickly and smoothly.</p> <p>Balance is being able to remain in a position or travel in a direction without slipping or falling.</p> <p>At competitions, judges award points to Gymnasts for performing good quality leaps, jumps, turns, and acrobatic skills.</p> <p>Gymnastics often makes use of a range of apparatus such as mats, benches, beams, tables and frames.</p> <p>Using apparatus can be dangerous and it must be done so carefully and sensibly, following the guidance of the teacher.</p>	<p>Develop flexibility, strength, agility, balance, coordination and control.</p> <p>Learn and develop the quality of a Front Support roll.</p> <p>To perform a turn in the air whilst jumping.</p> <p>Perform a range of actions with consistency, fluency and clarity of movement.</p> <p>Devise and perform a gymnastic sequence, with a clear beginning, middle, and end.</p> <p>Understand that strength and suppleness are important parts of fitness in gymnastics.</p> <p>Identify what they need to practice to improve their performance.</p>	<p>Experiment Pathway Level Point Front Support Quality Pike Control Routine Combine Apparatus Arabesque Practise Describe Identify Evaluate Improve</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To perform 9 key shapes 2) To travel using different body parts at different speeds 3) To create and experiment with sequences 4) To create sequences of shapes, balances, rolls and travel 5) To share ideas in a group 6) To recognise own successes 		
	<p>Au1: PE Specialist: Football</p>	<p>Football is a team sport that is played in countries all around the world.</p> <p>Two teams of eleven players play the game on a 'pitch' and compete to score goals by kicking the ball into the other team's goal.</p>	<p>Move with a ball keeping it under control.</p> <p>Perform basic skills needed for games with control and accuracy.</p> <p>Pass/send a ball with increasing accuracy and at different speeds.</p> <p>Shoot/ score with some success.</p>

	<p>All players must listen to the referee who ensures everyone is following the rules.</p> <p>Players on the same team try to keep the ball by dribbling (running) with it, or passing it to their team mates.</p> <p>A player on the opposite team can tackle and opponent, but must not hit their body or knock them over.</p> <p>All players must listen to the referee who ensures everyone is following the rules.</p> <p>Playing football well requires speed, coordination, team work and ball control.</p>	<p>Apply basic principles for attacking and defending. Attacking: finding space, defending, challenging a player in possession of the ball.</p> <p>Employ simple tactics in game situations.</p> <p>Recognise good performance and be able to identify what you need to practice to improve your own performance.</p> <p>Describe how your body feels when exercising.</p>	<p>Dribble Movement Coordination Shoot Marking Attack Defend Decision Accuracy Tackle Strike Power Receive Position Space Experiment Game Rules Pitch Goal</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To stop the ball with my feet 2) To pass the ball with the inside of my feet 3) To move with the ball 4) To make a standing tackle 5) To shoot a stationary football 6) To participate in games controlling the ball 		
	<p>Au2: Class Teacher: Dance</p>	<p>Dance involves movements of the body with rhythm, usually to music.</p> <p>Dance can be performed alone, with a partner or within a group.</p> <p>A group of dancers is called a troupe.</p> <p>Instead of using words, we can use dance as a way of expressing ourselves and our feelings.</p>	<p>Explore and create narratives in response to a stimulus.</p> <p>Show control, accuracy and fluency of movement when performing actions with a partner.</p> <p>Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.</p> <p>Communicate what you want through your dances and perform with control.</p>

	<p>Dance routines are made up of a series of different linked movements or actions.</p> <p>Designing a dance is called choreography.</p> <p>Someone who designs dances is called a choreographer.</p> <p>Dance also improves our fitness, gives us better coordination, and helps us to connect with other people.</p>	<p>Combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>Collaborate with others.</p> <p>Describe and evaluate the effectiveness and quality of a dance.</p>	<p>Control</p> <p>Count</p> <p>Emotions</p> <p>Expressions</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To show fluency when moving 2) To link movement patterns together 3) To collaborate with others 4) To perform at the same time as a partner 5) To perform as various characters when moving to music 6) To communicate feelings through dance 		
	<p>Au2: PE Specialist: Netball</p>	<p>Netball is fast-paced and requires fitness, speed and accuracy.</p> <p>Most junior games have 5 players per team, but senior teams have 7 players.</p> <p>Points are scored by shooting the ball into the opposite team's net.</p> <p>Players must not travel with the ball and must stay in particular areas of the court, therefore teamwork is important</p> <p>Different players have different jobs which require different skills.</p>	<p>Develop control and technique both in movements and manipulation.</p> <p>Pass/send a ball with increasing accuracy and at different speeds.</p> <p>Select passes that keep possession.</p> <p>Receive a ball successfully.</p> <p>Take up spaces/positions that make it difficult for opponents.</p> <p>Move to support teammates once you have passed the ball and explain how to keep possession.</p> <p>Shoot/ score with some success.</p>

			Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).	
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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

RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: What do Christians Learn from the Creation Story?</p>	<p>Both Christians and Jews believe that God created the world.</p> <p>This is found in the Old Testament of the Bible in the book of Genesis.</p> <p>In the story, God created the world and everything in it in six days and then rested on the seventh.</p> <p>Christians believe that the world God created was wonderful place and humans were created to enjoy it and take care of it.</p> <p>The creation story tells Christians that God is good, kind and loving and that they should look after the world.</p> <p>Christians believe the first two humans were Adam and Eve and they lived in the Garden of Eden.</p>	<p>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways).</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>Christian Jew Bible Old Testament New Testament Genesis Creation Story Garden of Eden Fall Story Adam Eve Temptation Banished Relationship Sin Right Wrong Apologise Forgiveness Prayer</p>

		<p>Adam and Eve refused to follow God's orders and ate from an apple tree after they were tempted by a snake. They were then banished from the garden.</p> <p>This part of the story is known as 'the Fall'. It describes how Adam and Eve 'fell' from their relationship with God.</p> <p>Most Christians see this as how all humans behave – everyone sins and this is why people do bad things.</p> <p>Christians use prayer to apologise and ask for forgiveness for the things they do wrong. They see this as a way to repair that separation from God.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the events in the Christian creation story 2) To reflect on what the creation story tells us about Christian beliefs 3) To investigate what Christians do because they believe God created the world 4) To reflect on what 'the Fall' story tells us about Christian beliefs 5) To understand how and why Christians might apologise and ask for forgiveness from God <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>				
	<p>Au2: What do Hindus believe God is like?</p>	<p>Hinduism is the European word for a diverse religion tradition that developed in what is now northern India.</p> <p>People within the tradition often call it 'Sanatan Dharma' which means 'Eternal Way'. It describes a complete way of life, not just a set of beliefs.</p> <p>The 'Aum' symbol is used by Hindus to represent Brahman (God), the ultimate being, whose spirit is in everything.</p>	<p>Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</p>	<p>Hindu Hinduism Religion Tradition Sanatan Dharma Beliefs Way of life Brahman Ultimate being Spirit God Deities Represent Murti</p>

PSHE		<p>Hindus belief in many deities – these help Hindus to reflect upon and try to understand Brahman. Each deity represents a different aspect of Brahman.</p> <p>Hindu ‘murtis’ or statues of these deities can be used to help us understand the deities and their links to Brahman.</p> <p>This is also true for stories about the different deities.</p> <p>Hindus often choose a deity to worship at home and create their own shrine.</p> <p>Hindus believe that all living things possess a ‘spark’ of Brahman known as ‘atman’. This belief links to secular ideas that all living things are sacred and special.</p>	<p>Identify some different ways in which Hindus worship.</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Spark Atman Secular</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To reflect on what Hindu deities tell us about beliefs in God 2) To investigate what Hindu stories and ‘murtis’ tell us about beliefs in God 3) To make links between beliefs about God and how Hindus live 4) To identify some different ways in which Hindus worship 5) To reflect on how the Hindu beliefs link to secular ideas <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Being Me in My World	<p>It is important for us to think about our targets for the future. Doing this helps us to achieve as highly as possible.</p> <p>School can sometimes be a place which makes us feel anxious or nervous.</p>	<p>Set realistic and achievable goals for the school year and beyond.</p> <p>Explain who can help them at school and where we might find these people.</p>	<p>Target Goal Realistic Achieve Anxious Nervous Help</p>

		<p>However, there are lots of people around who can help us.</p> <p>In school, there are rules that we all have to follow. It is important that we understand these and behave appropriately.</p> <p>When we follow rules, we get positive things. These are rewards.</p> <p>When we do not follow rules, we miss out on positive things. These are called consequences.</p> <p>Working cooperatively means helping each other do things. It is important that we learn to do this.</p> <p>Sleep is very important for our mental health. If we do not sleep enough because we are using electronic devices, this can make us tired and grumpy.</p>	<p>Work together to generate a 'class charter' for how to behave in the classroom.</p> <p>Explain what the positive and negative consequences of their behaviour might be.</p> <p>Consider and suggest ways in which they can work cooperatively to make everyone feel welcome and successful.</p> <p>Explain the importance of sleep for our mental health and discuss strategies for getting enough sleep.</p>	<p>Support</p> <p>Class charter</p> <p>Rules</p> <p>Rewards</p> <p>Consequences</p> <p>Positive</p> <p>Negative</p> <p>Cooperatively</p> <p>Support</p> <p>Sleep</p> <p>Screen time</p> <p>Mental health</p> <p>Tired</p> <p>Grumpy</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To set targets for this school year and beyond 2) To understand who can help at school 3) To reflect upon how we should behave at school (BV: Rule of Law / Mutual Respect / Tolerance) 4) To think about rewards and consequences (BV: Rule of Law / Mutual Respect / Tolerance) 5) To think about how we can work cooperatively (BV: Democracy / Mutual Respect) <p>6) Online Safety: Sheffield Scheme: Sleep (L2): LC: To understand that getting enough sleep is related to our mental health</p>				
	<p>Au2: Celebrating Difference</p>	<p>Everyone's family is different and special. A family may have different types of members, be bigger or smaller, or behave in different ways.</p> <p>Sometimes people in families fall out and there is conflict. This is normal unless someone is hurt or it happens too often.</p>	<p>Identify, discuss and celebrate similarities and differences in different families.</p> <p>Discuss conflict within families, recognising that this is usually normal, but can be a problem in some cases.</p> <p>Explain what bullying is, including the difference between direct and indirect bullying.</p>	<p>Family</p> <p>Different</p> <p>Similar</p> <p>Special</p> <p>Unique</p> <p>Conflict</p> <p>Hurt</p> <p>Bullying</p> <p>Direct</p>

	<p>Bullying is deliberately upsetting or hurting someone several times.</p> <p>Bullying can be direct (to someone's face) or indirect (behind someone's back).</p> <p>A witness is someone who sees something happen.</p> <p>A witness can help to make a situation better or worse depending upon how they behave.</p> <p>Words as well as physical violence can be harmful and upset someone emotionally.</p> <p>Passwords are an important way of keeping ourselves safe online. There are many ways of making a password strong.</p>	<p>Explain what to do to be a make a positive difference if they witness bullying.</p> <p>Discuss how and why words as well as physical violence can upset and hurt someone.</p> <p>Explain the importance of passwords and be able to create a strong, secure password.</p>	<p>Indirect Witness Positive Negative Words Violence Physical Emotional Password Protect Strong Secure</p>	
	<p>Sequence of Lessons:</p> <p>1) To understand that everyone's family is different and special (BV: Tolerance / Mutual Respect) (PC: Age / Disability / Marriage / Race / Sex / Sexual Orientation)</p> <p>2) To know that conflicts sometimes happen in families</p> <p>3) To know what it means to witness bullying (BV: Individual Liberty)</p> <p>4) To understand that a witness can make a situation better or worse</p> <p>5) To recognise that words can be hurtful (BV: Tolerance / Mutual Respect)</p> <p>6) Online Safety: Sheffield Scheme: Passwords (C5): LC: To understand that secure passwords are important, and consider how to make them strong</p>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Introduction to Tin Whistle Key Techniques</p>	<p>The tin whistle, also known as the penny whistle or Irish whistle, is a simple woodwind instrument.</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Communicate personal ideas, thoughts and feelings through simple musical demonstration</p>	<p>Tin whistle Instrument Woodwind Traditional Celtic</p>

		<p>The tin whistle traces its roots back to ancient civilizations, but its modern form emerged in the early 19th century in England.</p> <p>The tin whistle is a staple instrument in traditional Celtic and Irish folk music. It's also found in other folk music traditions around the world.</p> <p>Tin whistles come in various keys, with D being the most common. Other popular keys include C, G, and F.</p> <p>There is a correct way to hold and blow a tin whistle which needs some practice.</p> <p>A note in music is a sound of a certain pitch.</p> <p>A musical scale is a set of notes in a particular order which go up or down in pitch.</p>	<p>(e.g. playing or singing), language, movement and other art forms, giving some reasons for these responses.</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>Think about posture when playing and singing.</p> <p>Identify some notes on a stave.</p>	<p>Folk music</p> <p>Key</p> <p>Hold</p> <p>Blow</p> <p>Notes</p> <p>Scale</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to and appraise a range of music featuring the tin whistle 2) To learn how to hold the tin whistle correctly 3) To learn how to blow correctly when playing the tin whistle 4) To learn how to play a range of notes on a tin whistle 5) To learn how to play a scale on a tin whistle 				
	<p>Au2: Introduction to Tin Whistle Twinkle, Twinkle Little Star</p>	<p>The melody of "Twinkle, Twinkle, Little Star" comes from a French song called "Ah! vous dirai-je, maman" ("Ah! Shall I Tell You, Mother") which was published in 1761. The lyrics of the French song were different but the melody was the same.</p> <p>The lyrics we know today were written by English poet Jane Taylor and first</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Sing with clear diction and mostly accurate tuning (within a suitable vocal range).</p> <p>Control breathing and sing with an appropriate tone.</p>	<p>Song</p> <p>Melody</p> <p>Notes</p> <p>Scale</p> <p>Lyrics</p> <p>Original</p> <p>Adaptations</p> <p>Listen</p> <p>Appraise</p> <p>Describe</p> <p>Sing</p>

		<p>appeared in a collection titled "Rhymes for the Nursery" in 1806.</p> <p>Over the years, there have been many variations of the lyrics, with different cultures and languages adapting the song to fit their own traditions. However, the basic melody remains the same.</p> <p>A melody is the 'tune' of a piece of music. It is made up of notes from the 'key' that the notes are in. For example, if a song is in the key of C, all the notes in the melody will come from the C scale.</p> <p>When learning the melody of a song, it is important to identify the notes used and learn to play this individually first.</p> <p>To become better at playing a song, it is sensible to start playing at a slower tempo and gradually increase speed.</p>	<p>Sing and play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse.</p> <p>Think about posture when playing and singing.</p> <p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>Suggest, follow and lead simple performance directions.</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>When working with others, listen to and show respect for their work, ideas and suggestions.</p> <p>Identify some notes on a staff.</p>	<p>Tune Tempo Rhythm Rehearse Perform</p>
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Sequence of Lessons:

- 1) To listen to, appraise and sing a number of versions of our song
- 2) To identify, learn and practise the notes in our song
- 3) To begin to learn how to play our song
- 4) To practise playing our song, maintaining tempo and rhythm
- 5) To prepare to perform our song

French	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>Au1: Core Unit 1</p>	<p>In French, it is polite to use "<i>Monsieur</i>" and "<i>Madame</i>" when speaking to adults.</p> <p>There are formal and informal greetings: '<i>bonjour</i>' and '<i>salut</i>'.</p>	<p>Be able to greet each other confidently, and introduce themselves and their family.</p> <p>Understand the numbers 1-10 and use them to say how old they are.</p>	<p>Greeting Formal Informal Gender Masculine Feminine</p>

“Et toi?” (“and you?”) is informal. Children should use *“toi”* for friends and family members. If they’re speaking to a group of people, or to be more formal, e.g. when talking to a teacher, they should use *“vous”*.

“Ça va?” (“How are you?”) is informal — the formal version of this phrase is *“Comment allez-vous?”*.

“Comment tu t’appelles?” can also be used in the form *“Comment t’appelles-tu?”* — you can say it either way.

It’s *“je m’appelle”* — “I’m called”, but *“tu t’appelles”* — “you’re called”.

“Un” means “one” — it changes to *“une”* if you’re talking about one feminine noun — *“une sœur”* (“a sister”).

“J’ai huit ans” literally means “I have eight years.” This uses the verb *“avoir”* (“to have”).

“Ma sœur” — you should use an *“œ”* to spell *“ma sœur”*.

“Mon” and *“ma”* are used to mean “my”. Use *“mon”* for masculine words and *“ma”* for feminine words.

“Voici” means “here is” — it’s a really handy word to learn.

Understand and respond to some simple questions and instructions.
Recognise some words in their written form and pronounce them accurately.

Form
Question
Answer

French vocabulary about:
Greetings
Feelings
Ages
Names
Ages
Family members

Sequence of Lessons:

- 1) To learn how to greet each other in French
- 2) To be able to ask and explain how you are
- 3) To ask someone their name in French and be able to reply
- 4) To ask someone their age in French and be able to reply

	5) To learn the names for family members in French			
	<p>Au2: Core Unit 2</p>	<p><i>“On est”</i> literally means “one is” or “we are” — in French you say “We are Monday”.</p> <p>When you write the days of the week in French, you don’t need to use capital letters.</p> <p><i>“Quelle”</i> is the feminine version of <i>“quel”</i> (“what” or “which”) — you need to use this because <i>“la couleur”</i> is feminine.</p> <p>In French, most adjectives (including colours) change when they’re describing a feminine noun. For example, you’d say <i>“une pomme verte”</i> (“a green apple”).</p> <p><i>“C’est”</i> is actually <i>“ce”</i> and <i>“est”</i> joined together with an apostrophe — much the same as “it’s” in English.</p> <p><i>“Il y a”</i> is a very useful phrase to learn — it means “there is” or “there are”.</p> <p><i>“Combien...?”</i> means “how many...?” or “how much...?” — it’s a key word for asking questions.</p> <p><i>“L’Angleterre”, “l’Écosse”, “l’Irlande”</i> and <i>“l’Inde”</i> are all feminine nouns, so any adjectives you use to describe them will have to be feminine too.</p> <p><i>“L”</i> is used in front of these countries because they all begin with a vowel.</p> <p><i>“J’aime”</i> is actually <i>“je”</i> and <i>“aime”</i> combined using an apostrophe — you</p>	<p>Recognise the days of the week.</p> <p>Name a variety of colours.</p> <p>Understand numbers up to 20, including out of sequence.</p> <p>Be able to express simple likes and dislikes using the first person.</p> <p>Recognise a negative sentence when they hear it.</p>	<p>Singular Plural Capital letters Feminine Masculine Noun Verb Adjectives Apostrophe Contraction Word Phrases Questions Answers Vowel Consonant Article Definite article Inflection</p> <p>French vocabulary about: Days of the week Colours Numbers to 20 Countries Likes Dislikes</p>

do this to avoid two vowels being next to each other.

In French you can't miss out the definite article — you have to say "*J'aime le chocolat.*" if you want to say "I like chocolate."

"Tu aimes le chocolat?" ("Do you like chocolate?") is the same sentence as *"Tu aimes le chocolat."* ("You like chocolate."). It's the easiest way to turn a spoken statement into a question — just make your voice go up at the end.

Sequence of Lessons:

- 1) To learn how to say the days of the week in French
- 2) To learn the colours in French
- 3) To be able to count to twenty in French
- 4) To learn the names of some countries in French
- 5) To be able to say what you like and dislike in French