

## Year 3/4 – Autumn – Cycle 2

Science	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Animals Including Humans</b></p> <p><b>End Point:</b> By the end of this unit, children will understand how the human digestive system works, including the role of the mouth, teeth, tongue, oesophagus, stomach, and intestines. They will be able to name and describe the function of different types of teeth and explain how certain liquids can affect dental health. Children will also understand the roles of producers, predators, and prey in a food chain and be able to construct and explain simple food chains, showing how energy is passed from one living thing to another.</p>	<p><b>L1</b> Digestion begins in the mouth, where the teeth break food into smaller pieces and the tongue helps mix it with saliva. The chewed food then travels down the oesophagus, a tube that connects the mouth to the stomach. In the stomach, the food is mixed with strong juices that help break it down further. Next, the food moves into the small intestine, where nutrients are absorbed into the body. The rest of the food goes into the large intestine, where water is removed and waste is prepared to leave the body.</p> <p>Before William Beaumont, people didn't really understand what happened inside our bodies after we swallowed food. Some thought food just "melted" somehow, or that digestion happened by magic!</p> <p>But William Beaumont was very curious—and lucky in a strange way. He had a patient named Alexis St. Martin who had an unusual injury: a gunshot wound that left a hole in his stomach that never fully closed.</p> <p>Beaumont carefully and kindly looked after Alexis—and also used the opportunity to watch how food was digested through the hole!</p>	<p><b><u>Relevant Working Scientifically Skills from NC:</u></b></p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, recording, classifying and presenting 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><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Making predictions about what they think will happen.</b></p> <p><b>Planning, setting up and conducting fair tests.</b></p>	<p><b>L1</b> Mouth Teeth Tongue Oesophagus Intestine</p> <p><b>L2</b> Incisor Canine Molar Chew Function</p> <p><b>L3</b> Enamel Decay Acid Liquid Protect</p> <p><b>L4</b> Producer Predator Prey Food Energy</p> <p><b>L5</b> Food chain Consumer Herbivore Carnivore</p>

		<p><b>L2</b> Our teeth have different jobs. Incisors cut food, canines tear it, and molars grind it down before it is swallowed. The teeth of humans are different to other animals' teeth because we have different diets.</p> <p><b>L3</b> What we eat and drink affects our teeth. Sugary and acidic drinks can damage tooth enamel, while water and milk are safer for keeping teeth healthy.</p> <p><b>L4</b> A producer makes its own food from sunlight, a predator hunts other animals, and prey is an animal that is eaten by predators.</p> <p><b>L5</b> A food chain shows how energy passes from plants to herbivores to carnivores, with arrows showing who eats whom.</p>	<p><b>Observing and measuring.</b></p> <p><b>Identifying and classifying.</b></p> <p><b>Drawing conclusions.</b></p> <p><b>Reporting findings.</b></p>	
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To be able to describe how our digestive system works (Scientist - William Beaumont)</li> <li>2) To be able to identify and describe the functions of our different types of teeth</li> <li>3) To investigate how different liquids affect our teeth</li> <li>4) To understand the difference between a producer, a predator and prey</li> <li>5) To investigate and create my own food chains</li> </ol>			
	<p><b>Au2: Sound</b></p> <p><b>End Point:</b> By the end of this unit, children will understand that sounds are made when objects vibrate and that these vibrations travel through air, liquids or solids to reach our ears. They will know how to change the volume and</p>	<p><b>L1</b> Sounds are made when objects vibrate. These vibrations travel through the air, water or solids and reach our ears as sound.</p> <p><b>L2</b> The louder a sound is, the bigger the vibrations. We can make a sound quieter by using less force or by moving further away from the sound source.</p>	<p><b><u>Relevant Working Scientifically Skills from NC:</u></b></p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	<p><b>L1</b> Vibration Sound Travel Air Ears</p> <p><b>L2</b> Volume Quiet Loud</p>

	<p>pitch of a sound and be able to explain how these changes happen using instruments or everyday objects. They will learn about the work of Robert Boyle and his discovery that sound cannot travel through a vacuum. Children will also investigate how different materials can be used to insulate against sound and make environments quieter.</p>	<p><b>L3</b> The pitch of a sound can be made higher or lower depending on the size, shape or tightness of the vibrating part of the instrument.</p> <p><b>L4</b> Robert Boyle was a scientist who showed that sound needs something to travel through, like air. In a vacuum, where there is no air, sound cannot be heard.</p> <p><b>L5</b> Some materials, like foam or fabric, can block or absorb sound, helping to make things quieter. This is called sound insulation.</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><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Making predictions about what they think will happen.</b></p> <p><b>Planning, setting up and conducting fair tests.</b></p> <p><b>Observing and measuring.</b></p> <p><b>Identifying and classifying.</b></p> <p><b>Drawing conclusions.</b></p> <p><b>Reporting findings.</b></p>	<p>Force Distance</p> <p><b>L3</b> Pitch High Low Tight Instrument</p> <p><b>L4</b> Scientist Robert Boyle Vacuum Experiment Air</p> <p><b>L5</b> Insulation Absorb Block Material Noise</p>
	<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>			
Histo	Theme	Knowledge	Skills	Key concepts and vocabulary

	<p><b>Au1: Ancient Benin</b></p> <p><b>End Point:</b> By the end of this unit, children will understand that Ancient Benin was a powerful and well-organised kingdom in West Africa with a rich culture and long history. They will know that the kingdom was ruled by an Oba and supported by chiefs, and that ordinary people had important roles as farmers, craftworkers and traders. Children will be able to describe religious beliefs in Ancient Benin, including the importance of gods, spirits and ancestors. They will also understand how the Kingdom of Benin came to an end after the British invasion in 1897.</p>	<p><b>L1</b> Ancient Benin was a powerful kingdom in West Africa that began over a thousand years ago. We learn about it through artefacts, oral stories, art, and European records.</p> <p><b>L2</b> The Kingdom of Benin was ruled by a king called the Oba, who had great power and was helped by chiefs and advisors.</p> <p><b>L3</b> Most people in Ancient Benin lived in villages, worked as farmers, craftworkers or traders, and played important roles in their communities.</p> <p><b>L4</b> People in Ancient Benin believed in many gods and spirits. Religion was part of everyday life and involved rituals, festivals and respect for ancestors.</p> <p><b>L5</b> The Kingdom of Benin ended in 1897 when British forces invaded and destroyed much of the city. This marked the end of its independence.</p>	<p>Understand that a timeline can be divided into BCE (before the Common Era) and CE (the Common Era) and begin to understand that timelines can be separated into centuries or eras.</p> <p>Create timelines for a topic using dates accurately with an understanding that the length of time between events varies.</p> <p>Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈ 2000 years, but vast amounts of change took place in the 20<sup>th</sup> century).</p> <p>Explore differences between the lives of people living at the same time and give reasons for these differences.</p> <p>Explore changes at a local, national and international level and begin to explain the connections between them.</p> <p>Question, investigate and give reasons for events in the past, making comparisons with similar events.</p> <p>Describe the effects of events in the past within an era and begin to consider later eras and the modern day.</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>Consider the range of sources available when we study different historical periods (e.g. why do we know much more about some eras compared to other eras).</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Source Analysis</b></p> <p><b>Chronological Thinking</b></p> <p><b>Cause and Effect</b></p> <p><b>Compare and Contrast</b></p>	<p><b>L1</b> Timeline Source Kingdom Artefact History</p> <p><b>L2</b> Oba Chief Rule Palace Power</p> <p><b>L3</b> Village Farmer Craft Trade Community</p> <p><b>L4</b> God Spirit Ancestor Festival Ritual</p> <p><b>L5</b> Invade Empire British Destroy Independence</p>
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Geography	<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 <b>BV: Democracy</b></li> <li>3) To reflect on the lives of ordinary people in Ancient Benin</li> <li>4) To understand religion in Ancient Benin <b>PC: Religion or belief</b></li> <li>5) To find out why and how the Kingdom of Benin ended</li> </ol> <p><b>Enquiry question:</b> What can we learn about power through the story of Ancient Benin?</p>			
	<p><b>Theme</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Key concepts and vocabulary</b></p>
	<p><b>Au2: The UK and Europe</b></p> <p><b>End Point:</b> By the end of this unit, children will be able to locate the UK and other European countries on a range of maps. They will know the difference between a city and a county and be able to name and locate examples in the UK. They will understand that climate varies across the UK and Europe and be able to describe some of the reasons why. They will be able to identify physical features such as mountains, rivers and coasts and explain how land is used differently in rural and urban areas.</p>	<p><b>L1</b> The UK is part of the continent of Europe and is made up of England, Scotland, Wales and Northern Ireland. Other European countries include France, Spain, Germany and Italy, and we can find them using maps and atlases of different types.</p> <p><b>L2</b> A county is a large area of land that is part of a country. It usually contains several towns and villages and sometimes cities. In the UK, counties help organise places for things like local government and services. Examples of counties include Kent, Devon, and Yorkshire.</p> <p>A city is a large town. Cities usually have more people, more buildings, and more services like transport, shops, and schools. Some cities also have a cathedral or a university. Examples of cities in the UK include London, Manchester, and Edinburgh.</p> <p><b>L3</b> Some parts of Europe, like Spain or Greece, have hot summers and mild</p>	<p>Use atlases, maps and globes.</p> <p>Use large scale maps outside.</p> <p>Use maps at more than one scale.</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>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features.</p> <p>Be able to name and locate world countries including Russia, those in The Americas and Europe including their capital cities using maps.</p> <p>Be able to identify the position and significance of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.</p> <p>Be able to compare the human and physical differences of a region of the United Kingdom and of a region in a European country.</p> <p>Confidently describe and show an understanding of key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p><b>L1</b> United Kingdom Europe Country Map Border</p> <p><b>L2</b> County City Capital Region Atlas</p> <p><b>L3</b> Climate Temperature Rainfall Weather Season</p> <p><b>L4</b> Mountain River Coast Plain Valley</p>

		<p>winters, while places in the UK have cooler, wetter weather. Climate can vary depending on location, distance from the sea and how far north or south a place is. Looking at a place's location in relation to the equator is a good way of determining whether it will be hot or cold.</p> <p><b>L4</b> Physical features include mountains, rivers, coasts and plains. The Alps in Europe and the Pennines in the UK are examples of mountainous areas.</p> <p><b>L5</b> Land can be used in different ways such as for farming, forests, industry or housing. In flat areas, farming is common, while in cities there are more buildings, roads and services.</p>	<p>Confidently describe and show an understanding of key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u><b>Learning Like an Expert Skills:</b></u></p> <p><b>Asking questions about what they want to learn</b></p> <p><b>Using and creating maps</b></p> <p><b>Conducting fieldwork in an area of interest to them</b></p> <p><b>Making links and developing arguments</b></p> <p><b>Drawing conclusions</b></p>	<p><b>L5</b> Land use Farming Urban Rural Industry</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To identify and describe the location of the UK and other European countries on a range of maps</li> <li>2) To identify and describe the location of a range of cities and counties in the UK</li> <li>3) To investigate how the climate differs across the UK and Europe</li> <li>4) To identify the physical features of different geographical regions in the UK and Europe</li> <li>5) To identify the how land is used in different geographical regions in the UK and Europe</li> </ol> <p><b>NB: In lesson 4 or 5, pupils can engage in fieldwork by investigating and mapping either the physical features or way in which land is used around the school</b></p>			
Art	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Vincent Van Gogh and Flower Paintings</b></p> <p><b>End Point:</b> By the end of this unit, children will know who Vincent Van Gogh</p>	<p><b>L1</b> Vincent Van Gogh was a Dutch artist known for his expressive brushwork and bold use of colour. One of his most famous works is <i>Sunflowers</i>. Van Gogh was influenced by the impressionist movement – he wanted to express his</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 giving examples based on the artists they have studied and how the use of artistic media has changed.</p>	<p><b>L1</b> Vincent Van Gogh Brushwork Bold Impressionist Influence Express</p>

	<p>was and be able to talk about his distinctive painting style. They will be able to use a range of watercolour techniques to create different effects and apply these in their own flower painting. They will be able to plan, paint and evaluate their final piece, reflecting on how they have used colour, brushwork and composition to show their ideas.</p>	<p>emotions through the way he painted and the colours he used.</p> <p><b>L2</b> Watercolour techniques include washes, wet-on-wet, dry brush, and blending, which can be used to create different textures and effects in a painting.</p> <p><b>L3</b> Artists collect ideas by sketching, observing real flowers, and experimenting with colour and layout before planning how their final painting will look.</p> <p><b>L4</b> The final flower painting will be made using watercolour techniques, showing careful colour choices, brush control and an influence from Van Gogh's style.</p> <p><b>L5</b> Evaluating a painting means thinking about what went well, what could be improved and how the work shows the artist's ideas, skills and inspiration.</p>	<p>Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they belonged to, key details from their life stories and how they influenced others.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including detailed annotations about their feelings towards their work and its features including colour, line, shape, form and space and its relation to the work of celebrated artists.</p> <p>Develop a plan for a final piece based on several initial ideas, the media being used and the artist being studied including information about colour, line, shape, form and space.</p> <p>Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work of the artists being studied.</p> <p>Discuss and write detailed 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, shape, form and space, including information about the stylistic conventions of the artist being studied.</p> <p>Experiment with poster paint, water colours and acrylics and purposefully select brushes of varying thickness and type and alternative tools such as palette knives giving explanations for their choices based on the desired effects.</p> <p>Experiment with a range of additional techniques such as dabbing, splattering, pouring, washes, gestural movements, underpainting and dry brushing giving descriptions of the effects and selecting techniques for different purposes.</p> <p>Create paintings from initial sketches with consideration of the position of tone, colour and texture.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Analyse, interpret and appraise the work of other artists.</b></p>	<p><b>L2</b> Watercolour Wash Blend Dry Layer</p> <p><b>L3</b> Sketch Observe Plan Shape Layout</p> <p><b>L4</b> Final piece Plan Techniques Colour Annotate</p> <p><b>L5</b> Evaluate Improve Technique Detail Feedback</p>
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	<p><b>Sequence of lessons:</b></p> <p>1) To learn about the life of Vincent Van Gogh and analyse some of his paintings</p> <p>2) To learn a number of water colour painting techniques</p> <p>3) To collect ideas and plan a final piece</p> <p>4) To paint my final piece</p> <p>5) To evaluate my final piece</p>			
DT	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au2: Mini Greenhouses</b></p> <p><b>End Point:</b></p> <p>By the end of this unit, children will understand what greenhouses are used for and how their structure helps them work effectively. They will be able to explain how shapes and materials affect the strength and stability of a structure. They will design and build their own mini greenhouse using art straws and polythene, and evaluate how well it works and how it could be improved.</p>	<p><b>L1</b></p> <p>Greenhouses are structures made mostly from glass or clear materials that let in light and keep plants warm; the Sheffield Botanical Garden pavilions are examples of large, decorative greenhouses.</p> <p><b>L2</b></p> <p>Shapes like triangles make structures stronger and more stable because they hold their shape better under pressure than squares or rectangles.</p> <p><b>L3</b></p> <p>A good greenhouse is made from materials that are strong and light for the frame, and clear and waterproof for the walls and roof to let sunlight in and protect plants.</p> <p><b>L4</b></p>	<p>Name and describe the materials that a product is made from, offer some reasons why and suggest alternatives.</p> <p>Explore and evaluate existing products in relation to their purposes, whether they are well-designed and appealing.</p> <p>Consider their own needs and research the needs of others through discussion and surveys.</p> <p>Develop design criteria for a product when working with others and independently.</p> <p>Generate a number of initial ideas which include information about materials and tools to be used.</p> <p>Develop and communicate these ideas through annotated diagrams, templates and mock-ups providing detailed information about how their product will work.</p> <p>Develop an ordered plan for the steps they will take to create their product considering how long the process will take.</p>	<p><b>L1</b></p> <p>Greenhouse Pavilion Glass Botanical Structure</p> <p><b>L2</b></p> <p>Stable Shape Triangle Strong Frame</p> <p><b>L3</b></p> <p>Material Transparent Waterproof Plastic Lightweight</p>



		<p>A design is a plan that shows what the greenhouse will look like, including what shape it will be, what materials will be used, and how it will be joined together.</p> <p><b>L5</b> Building involves measuring, cutting and joining materials accurately, and evaluating means thinking about what worked well and how the greenhouse could be improved.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce structure using techniques, such as folding, rolling and corner supports in order to create more useful.</p> <p>Choose tools and utensils independently giving explanations for their choices.</p> <p>Make measurements independently with increasing accuracy (nearest cm).</p> <p>Select from a range of materials and components according to their functional properties and aesthetic qualities whilst discussing the disadvantages of others in these terms.</p> <p>Independently cut and score materials with accuracy.</p> <p>Join and combine materials accurately selecting the adhesives they will use.</p> <p>Evaluate their products against more detailed design criteria giving reasons for their thoughts, suggesting improvements and explaining whether these are plausible.</p> <p>Understand and explain the iterative process and that this sometimes requires repeating stages of the design cycle.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Research, Analyse and Evaluate Products Currently Available.</b></p> <p><b>Decide Upon a Set of Design Criteria for their own Products.</b></p> <p><b>Practise Using New Materials, Tools and Skills.</b></p> <p><b>Create Plans and Decide Upon the Final Design of their Product.</b></p> <p><b>Discuss their Product with Others and Receive Feedback.</b></p>	<p><b>L4</b> Design Plan Measure Sketch Join</p> <p><b>L5</b> Build Evaluate Improve Cut Attach</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 and evaluate my greenhouse</li> </ol>				

<p><b>NB: At the start of L3, pupils should work together to decide upon their design criteria for their greenhouses. These will then inform their planning process and should be referred back to.</b></p>				
Computing	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: The Internet</b></p> <p><b>End Point:</b> By the end of this unit, children will understand that the internet is made up of connected networks and devices. They will know that the World Wide Web allows people to share and view websites using browsers, and that all the content they see online has been created and shared by people. They will be able to explain how information travels across networks and how websites are stored and accessed.</p>	<p><b>L1</b> A network is a group of connected devices, and the internet is made by linking lots of networks together all over the world.</p> <p><b>L2</b> The internet is made of many devices like computers, servers, and routers that are all connected and share information with each other.</p> <p><b>L3</b> Websites are stored on special computers called servers, and the World Wide Web lets people visit them using browsers.</p> <p><b>L4</b> People can add information like text, pictures or videos to the web by uploading it to a website, and others can view it by visiting the website.</p> <p>AI stands for Artificial Intelligence. It means computer programs that can learn and make decisions like a human, but they do not think or feel like people do. Humans can feel emotions, be creative, and make choices using experience. AI can only do what it has been trained to do using data.</p>	<p>Describe the internet as a network of networks.</p> <p>Demonstrate how information is shared across the internet.</p> <p>Discuss why a network needs protecting.</p> <p>Describe networked devices and how they connect.</p> <p>Explain that the internet is used to provide many services.</p> <p>Recognise that the World Wide Web contains websites and web pages.</p> <p>Explain what media can be found on websites Recognise that I can add content to the WWW.</p> <p>Explain that internet services can be used to create content online.</p> <p>Explain that websites and their content are created by people.</p> <p>Suggest who owns the content on websites.</p> <p>Explain that there are rules to protect content.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Use and experiment with computer programs and systems.</b></p> <p><b>Collaborate with other computer scientists.</b></p> <p><b>Take steps and precautions to remain safe online.</b></p>	<p><b>L1</b> Network Internet Connect Device Cable</p> <p><b>L2</b> Router Server Data Wi-Fi Switch</p> <p><b>L3</b> Website Browser Link Web page World Wide Web</p> <p><b>L4</b> Upload Download Access Content Address AI Artificial Intelligence</p> <p><b>L5</b></p>

		<b>L5</b> Everything we see online—such as websites, videos and images—has been made and uploaded by people around the world.		Create Edit Online User Information
	<b>Sequence of lessons:</b> 1) To describe how networks connect to other networks. 2) To recognise how networked devices make up the internet 3) To outline how websites can be shared via the World Wide Web (WWW) 4) To describe how content can be added and accessed on the World Wide Web (WWW) – include information about AI 5) To recognise how the content of the WWW is created by people			
	<b>Au2: Audio Editing</b>  <b>End Point:</b> By the end of this unit, children will understand how sound can be recorded, edited, and combined to create an audio project such as a podcast. They will know the steps involved in planning and producing a podcast and be able to use audio editing software to organise recordings, add effects, and create a finished product that communicates clearly and creatively.	<b>L1</b> Sound can be captured using a microphone and saved as a digital file that can be played back on a computer or other device.  <b>L2</b> Audio recordings can be changed by trimming, rearranging, or adding effects to improve how they sound.  <b>L3</b> Creating a podcast involves planning, recording, editing, and combining different sounds such as speech, music and effects.  <b>L4</b> Audio editing software can be used to cut, move and improve recordings to make them clearer and more interesting.  <b>L5</b> Podcasts can be made more engaging by combining voices, background music and sound effects to match the topic and mood.	Identify the input and output devices used to record and play sound  Use a computer to record audio  Explain that the person who records the sound can say who is allowed to use it  Re-record my voice to improve my recording  Can inspect the soundwave view to know where to trim my recording  Can discuss what sounds can be added to a podcast  Explain how sounds can be combined to make a podcast more engaging  Save my project so the different parts remain editable  Plan appropriate content for a podcast  Record content following my plan  Review the quality of my recordings  Improve my voice recordings  Open my project to continue working on it	<b>L1</b> Sound Record Microphone Playback File  <b>L2</b> Edit Trim Volume Noise Improve  <b>L3</b> Plan Script Voice Music Effect  <b>L4</b> Software Timeline Arrange Layer Control  <b>L5</b>

PE			<p>Arrange multiple sounds to create the effect I want</p> <p>Explain the difference between saving a project and exporting an audio file</p> <p>Listen to an audio recording to identify its strengths</p> <p>Suggest improvements to an audio recording</p> <p>Choose appropriate edits to improve my podcast</p> <p><b><u>Learning Like an Expert Skills:</u></b>  <b>Use and experiment with computer programs and systems.</b></p> <p><b>Collaborate with other computer scientists.</b></p> <p><b>Take steps and precautions to remain safe online.</b></p>	<p>Combine</p> <p>Balance</p> <p>Enhance</p> <p>Mix</p> <p>Podcast</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To identify that sound can be recorded</p> <p>2) To explain that audio recordings can be edited</p> <p>3) To recognise the different parts of creating a podcast project</p> <p>4) To apply audio editing skills independently</p> <p>5) To combine audio to enhance my podcast project</p>			
PE	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Indoor: Gymnastics</b></p> <p><b>End Point:</b>            In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe</p>	<p><b>L1</b>            Balances require stillness and control and can be performed alone or with a partner using points of contact to create stable shapes.</p> <p><b>L2</b>            Rotation jumps involve turning in the air, and landing with bent knees and controlled arms helps keep balance and stability.</p>	<p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p>	<p><b>L1</b>            Balance            Stillness            Partner            Shape            Control</p> <p><b>L2</b>            Jump            Rotation            Turn</p>

	<p>environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><b>L3</b> Each roll has a different shape and movement; practising these helps improve coordination, strength and control.</p> <p><b>L4</b> Sequences become more fluent when rolls are linked smoothly with steps, balances or jumps without pausing.</p> <p><b>L5</b> Inverted movements like handstands and shoulder stands need strong arms, shoulders and core muscles to maintain control.</p> <p><b>L6</b> A gymnastics sequence includes balances, rolls, jumps and transitions performed with control and teamwork, sometimes using apparatus for variation.</p>	<p>Watch, describe and suggest possible improvements to others' performances and my own.</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Maintain a healthy diet and general lifestyle.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p> <p><b>Study and evaluate their own performances.</b></p>	<p>Landing Stability</p> <p><b>L3</b> Roll Forward Barrel Straddle Straight</p> <p><b>L4</b> Sequence Link Flow Transition Movement</p> <p><b>L5</b> Inverted Handstand Shoulder stand Strength Support</p> <p><b>L6</b> Performance Teamwork Timing Apparatus Routine</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To develop individual and partner balances</li> <li>2) To develop control in performing and landing rotation jumps</li> <li>3) To develop the straight, barrel, forward and straddle roll</li> <li>4) To link actions that flow using the rolls I have learnt</li> <li>5) To develop strength in inverted movements</li> <li>6) To create a 'great' partner sequence to include the skills I have learnt and apparatus</li> </ol>			

	<p><b>Au1: Outdoor: Football</b></p> <p><b>End Point:</b> In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p>	<p><b>L1</b> Dribbling is an attacking skill that helps players move the ball while keeping it under control.</p> <p><b>L2</b> Changing direction and speed while dribbling helps players avoid defenders and find space.</p> <p><b>L3</b> Passing the ball accurately helps teammates keep possession; short and long passes are used in different situations.</p> <p><b>L4</b> Using a combination of dribbling and passing helps a team move the ball towards the goal to create scoring opportunities.</p> <p><b>L5</b> Defenders can delay an attacker by positioning themselves in front and trying to regain possession without fouling.</p> <p><b>L6</b> Working as a team and applying learnt skills helps players play fairly and effectively in a football tournament.</p>	<p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Share ideas and work with others to manage our game.</p> <p>Understand the rules of the game and use them often and honestly.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Maintain a healthy diet and general lifestyle.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p> <p><b>Study and evaluate their own performances.</b></p>	<p><b>L1</b> Dribble Control Attack Footwork Direction</p> <p><b>L2</b> Speed Change Agility Movement Defender</p> <p><b>L3</b> Pass Short Long Accuracy Teamwork</p> <p><b>L4</b> Goal Space Support Tactic Opportunity</p> <p><b>L5</b> Defend Delay Intercept Possession Pressure</p> <p><b>L6</b> Compete Rules Fairness Teamwork Score</p>
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**Sequence of lessons:**

- 1) To develop the attacking skill of dribbling
- 2) To develop changing direction and speed when dribbling
- 3) To develop passing and begin to recognise when to use different skills
- 4) To apply attacking skills to move towards a goal
- 5) To use defending skills to delay an opponent and gain possession
- 6) To apply skills and knowledge to compete in a tournament

**Au2: Indoor: Dance****End Point:**

In this unit pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

**L1**

Dancers can perform actions in different pathways, levels, and directions to show contrast and interest.

**L2**

Movements can be selected to express ideas, such as excitement or celebration, which reflect the theme of a dance.

**L3**

Matching means performing the same movement at the same time, while mirroring means copying each other's movements like a reflection.

**L4**

Carnival dances often include bold, rhythmic steps, arm movements, and lively footwork inspired by festivals.

**L5**

Canon is when dancers perform the same movement one after another, and unison is when everyone dances together at the same time.

**L6**

A dance phrase is a short series of movements put together to express an idea and can be performed confidently as part of a group.

Choose actions and dynamics to convey a character or idea.

Copy and remember set choreography.

Provide feedback using appropriate language relating to the lesson.

Respond imaginatively to a range of stimuli relating to character and narrative.

Use changes in timing and spacing to develop a dance.

Use counts to keep in time with others and the music.

Use simple movement patterns to structure dance phrases on my own, with a partner and in a group.

Show respect for others when working as a group and watching others perform.

**Learning Like an Expert Skills:**

**Observe other professionals performing at a high level.**

**Practise key skills repeatedly.**

**Maintain a healthy diet and general lifestyle.**

**Receive feedback from coaches.**

**Practise maneuvers, set pieces and tactics with team mates.**

**Study and evaluate their own performances.**

**L1**

Action  
Space  
Level  
Direction  
Pathway

**L2**

Theme  
Expression  
Idea  
Movement  
Interpretation

**L3**

Matching  
Mirroring  
Partner  
Contrast  
Control

**L4**

Carnival  
Rhythm  
Energy  
Beat  
Style

**L5**

Formation  
Canon  
Unison  
Sequence  
Timing

				<b>L6</b> Performance Rehearsal Confidence Audience Expression
	<b>Sequence of lessons:</b> 1) To copy and create actions in response to an idea and be able to adapt this using changes of space 2) To choose actions which relate to the theme 3) To develop a dance using matching and mirroring 4) To learn and create dance moves in the theme of carnival 5) To develop a carnival dance using formations, canon and unison 6) To develop a dance phrase and perform as part of a class performance			
	<b>Au2: Outdoor: Tag Rugby</b>  <b>End Point:</b> In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	<b>L1</b> Throwing, catching, and running with the ball are essential skills in tag rugby, helping players move the ball down the field and make passes to teammates.  <b>L2</b> Defenders must tag the ball carrier by removing their tag, stopping their progress and forcing a turnover of possession.  <b>L3</b> A forward pass is illegal, and players must remain onside to ensure fairness in the game and avoid penalties.  <b>L4</b> Dodging helps players avoid being tagged, allowing them to keep possession of the ball and maintain the attack.  <b>L5</b> Team defense involves tracking opponents, working together to block	Delay an opponent and help prevent the other team from scoring.  Explain what happens to my body when I exercise and how this helps to make me healthy.  Help my team keep possession and score tries when I play in attack.  Pass and receive the ball with increasing control.  Provide feedback using key terminology and understand what I need to do to improve.  Use simple tactics to help my team score or gain possession.  Share ideas and work with others to manage our game.  Understand the rules of the game and use them often and honestly.  <u><b>Learning Like an Expert Skills:</b></u>  <b>Observe other professionals performing at a high level.</b>  <b>Practise key skills repeatedly.</b>	<b>L1</b> Pass Catch Run Receive Movement  <b>L2</b> Tag Defender Tackle Tagging Position  <b>L3</b> Forward pass Offside Illegal Pass Penalty  <b>L4</b> Dodge Evade Movement



		<p>passes, and setting up effective tags to regain possession.</p> <p><b>L6</b> In a tournament, players apply all the skills and rules learned throughout the unit in a competitive setting to play effectively.</p>	<p><b>Maintain a healthy diet and general lifestyle.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p> <p><b>Study and evaluate their own performances.</b></p>	<p>Agility Defender</p> <p><b>L5</b> Tracking Teamwork Defend Pressure Support</p> <p><b>L6</b> Tournament Competition Strategy Teamwork Rules</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To develop throwing, catching and running with the ball</p> <p>2) To develop an understanding of how to defend using tagging rules</p> <p>3) To begin to use the 'forward pass' and 'offside' rule</p> <p>4) To develop movement skills to dodge a defender</p> <p>5) To track an opponent and begin to defend as a team</p> <p>6) To apply the rules and skills you have learnt and play in a tag rugby tournament</p>			
RE	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: How and why do people try to make the world a better place?</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know that people of faith and non-religious people are often inspired by their beliefs or values to try and make the world a better place. They will be able to</p>	<p><b>L1</b> Christians believe that sin — when people choose to do wrong — can make the world a worse place, while Muslims believe people need God's mercy to help them when they make mistakes.</p> <p>Romans 3:23: "For all have sinned and fall short of the glory of God."</p> <p>Qur'an 39:53: "Do not despair of the mercy of Allah. Indeed, Allah forgives all sins."</p>	<p>Identify some beliefs about why the world is not always a good place</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>Describe some examples of how people try to live</p> <p>Identify some differences in how people put their beliefs into action</p>	<p><b>L1</b> Sin Mercy Forgiveness Wrongdoing Prayer God</p> <p><b>L2</b> Commandment Teaching Neighbour Love</p>

	<p>talk about how Christians, Muslims and Jews are guided by their scriptures and teachings, and describe how this leads them to act. Pupils will be able to name specific examples such as tikkun olam, zakah and Jesus's commandments, and explain how individuals like Martin Luther King Jr. and Annie Besant acted to improve the world around them.</p>	<p><b>L2</b> The Ten Commandments in Judaism and the two greatest commandments taught by Jesus in Christianity encourage people to live kindly, respect others and do what is right</p> <p><b>L3</b> Jewish people believe in "tikkun olam," which means helping to repair the world through good actions, while Muslims give to those in need through zakah, one of the Five Pillars of Islam.</p> <p><b>L4</b> Martin Luther King Jr. was a Christian who believed in peace and equality; he worked hard to stop racism and unfair treatment, inspired by his faith.</p> <p><b>L5</b> Many non-religious people follow ideas like 'The Golden Rule' — treat others how you would like to be treated — and people like Annie Besant worked to improve people's lives through fairness and justice</p>	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Reading religious texts.</b></p> <p><b>Exploring the emotional and sensory world of religion.</b></p> <p><b>Discussing and debating beliefs and reasoning.</b></p>	<p>Respect Bible Torah</p> <p><b>L3</b> Tikkun Olam Zakah Charity Justice Faith Helping</p> <p><b>L4</b> Civil Rights Racism Equality Protest Martin Luther King Jr. Speech Change</p> <p><b>L5</b> Kindness Fairness The Golden Rule Activist Annie Besant Community Women's rights</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To reflect on why people of different faiths believe the world is not always a good place (Christianity – sin / Islam – the need for God's mercy)</p> <p>2) To reflect upon religious teachings that guide people to make the world a better place (Judaism – the Ten Commandments / Christianity – Jesus's Two Commandments)</p> <p>3) To investigate how people of different faiths try to make the world a better place (Judaism - tikkun olam / Islam – zakah)</p> <p>4) To find out about a person of faith who tried to make the world a better place (Martin Luther King Jr.)</p> <p>5) To reflect upon why and how non-religious people try to make the world a better place ('The Golden Rule' / Annie Besant) <b>PC: Sex</b></p> <p><b>All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief</b></p> <p><b>NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources</b></p>			
		<b>L1</b>	Make clear links between the story of Noah and the idea of	<b>L1</b>

	<p><b>Au2: What is it like for someone to follow God?</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know that the story of Noah is important to Christians because it teaches lessons about responsibility, promises and trust in God. They will understand that Christians believe God made a covenant with Noah and that this idea of making promises continues to be important in Christian life today, such as in wedding ceremonies. Pupils will be able to explain why making and keeping promises matters, both in religion and in their own lives.</p>	<p>Christians believe the story of Noah shows how God asked one man to build an ark to save his family and the animals from a great flood.</p> <p><b>L2</b> In the story, God gives Noah and his family rules about how to live, and Christians believe these show the importance of taking care of others and the world.</p> <p><b>L3</b> Christians believe that after the flood, God made a promise (called a covenant) never to flood the whole earth again, and the rainbow is a sign of that promise</p> <p><b>L4</b> During a Christian wedding, couples make special promises to love and care for each other for the rest of their lives.</p> <p><b>L5</b> We make promises in life in many ways. For example, promising to follow the school rules. Keeping promises is important as it allows us to trust each other.</p>	<p>covenant</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p><u><b>Learning Like an Expert Skills:</b></u></p> <p><b>Reading religious texts.</b></p> <p><b>Exploring the emotional and sensory world of religion.</b></p> <p><b>Discussing and debating beliefs and reasoning.</b></p>	<p>Noah Ark Flood Obedience Faith</p> <p><b>L2</b> Rules Responsibility Instructions Respect Care</p> <p><b>L3</b> Promise Covenant Rainbow Trust Agreement</p> <p><b>L4</b> Wedding Vows Commitment Love Ceremony</p> <p><b>L5</b> Promise Honesty Trust Respect Importance</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To explore the story of Noah and the Ark</li> <li>2) To explore the rules God gives to Noah and Christian ideas about responsibility</li> <li>3) To reflect upon the promise God makes in the story of Noah and Christian ideas about covenants</li> <li>4) To explore the promises that Christians make during weddings</li> <li>5) To reflect upon promises that we make in our lives and why keeping them is important</li> </ol> <p><b>All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief</b></p>			

**NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources**

**PSHE**

**Theme**

**Knowledge**

**Skills**

**Key concepts and vocabulary**

**Au1: Being me in my world**

**End Point:**

By the end of this unit, pupils will know that being part of a community means respecting others and understanding how their actions affect those around them. They will understand the importance of inclusion, the role of a school council in representing pupil voice, and how their choices contribute to a positive school environment. Pupils will know that some parts of their body are private and that time spent online should be balanced to support their well-being.

**L1**

Feeling included can make people feel happy and confident, but being excluded can make people feel sad or lonely.

**L2**

Everyone in our school community—teachers, cleaners, lunch staff and classmates—has an important role that helps our school work well.

**L3**

In a democracy, people vote to make decisions, and our school council lets pupils share ideas and help improve the school.

**L4**

Our actions can affect how we and others feel, so it is important to be kind, thoughtful and responsible.

**L5**

Parts of our bodies that are covered by underwear are private, and no one should touch them or ask to see them.

**L6**

Spending too much time on screens can affect our sleep, mood and health, so it's important to have regular breaks and balance screen time with other activities.

Identify the feelings associated with being included or excluded

Make others feel valued and included

Be able to take on a role in a group discussion  
And shared tasks and contribute to the overall outcome

Make others feel cared for and welcomed

Recognise the feelings of being motivated or unmotivated

Explain how the school community benefits from a Learning Charter

Be able to help friends make positive choices

Be able to regulate their emotions

**Learning Like an Expert Skills:**

**Take part in discussion and debate.**

**Reflect upon their feelings and how others feel.**

**Learn about the lives of others and find similarities and differences.**

**Identify problems and challenges and try to think of solutions.**

**Think about society and how they can make it a better place.**

**L1**

Inclusion  
Exclusion  
Belonging  
Friendship  
Feelings

**L2**

Community  
School  
Belonging  
Caring  
Helping

**L3**

Democracy  
Vote  
Election  
School Council  
Listening

**L4**

Actions  
Consequences  
Respect  
Responsibility  
Choices

**L5**

Private  
Body  
Safe

				Touch Trust  <b>L6</b> Screen Online Time Balance Well-being
	<b>Sequence of lessons:</b> 1) To reflect upon how it feels to be included and excluded <b>BV: Tolerance / Mutual Respect</b> 2) To know who is in my school community and how they are important 3) To discuss how democracy works through our school council <b>BV: Democracy</b> 4) To think about how my actions affect myself and others 5) To understand that parts of our bodies are private  <b>6) Online Saftey: Sheffield Scheme: Screen Time (L1): LC: To understand that the amount of time we spend online can affect our well-being</b>			
	<b>Au2: Celebrating Difference</b>  <b>End Point:</b> By the end of this unit, pupils will know that everyone is unique and should be accepted and valued for who they are. They will understand that their opinions and assumptions can be influenced by others, including the media, and that bullying is hurtful, often hidden, and must be challenged. Pupils will be able to explain how to recognise bullying, why some people might join in, and how to take responsibility for being kind and inclusive. They will also understand that not everything online is appropriate for children and that they should speak to a trusted adult if unsure.	<b>L1</b> Everyone is different, and it is kind and respectful to treat people fairly no matter what they look like or what they believe.  <b>L2</b> Our thoughts about others can be shaped by things we hear, see on TV or online, or learn from people around us.  <b>L3</b> Bullying is when someone is hurt on purpose, again and again. It can be hard to spot because it doesn't always happen where adults can see it.  <b>L4</b> Sometimes people join in with bullying to fit in, because they are scared, or because they don't understand how it hurts others.  <b>L5</b>	Accept people for who they are  Identify influences that have made them think or feel positively or negatively about a situation  Identify feelings that a bystander might feel in a bullying situation  Identify reasons why a bystander might join in with bullying  Use a range of conflict resolution skills  Identify their own uniqueness  Be comfortable with the way they look  Identify when a first impression they had was right or wrong  Be non-judgemental about others who are different  <u><b>Learning Like an Expert Skills:</b></u>  <b>Take part in discussion and debate.</b>	<b>L1</b> Acceptance Respect Difference Fairness Belonging  <b>L2</b> Influence Assumption Media Family Beliefs  <b>L3</b> Bullying Repeated Intentional Hurtful Bystander  <b>L4</b> Peer pressure Courage

		<p>Everyone has qualities and talents that make them special, and it's important to feel proud of who you are.</p> <p><b>L6</b> Some websites, videos or games are not made for children and might show things that are confusing, upsetting or unsafe.</p>	<p><b>Reflect upon their feelings and how others feel.</b></p> <p><b>Learn about the lives of others and find similarities and differences.</b></p> <p><b>Identify problems and challenges and try to think of solutions.</b></p> <p><b>Think about society and how they can make it a better place.</b></p>	<p>Kindness Support Responsibility</p> <p><b>L5</b> Unique Self-esteem Talents Strengths Confidence</p> <p><b>L6</b> Appropriate Inappropriate Safe Trusted adult Internet</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To learn why we should accept people for who they are <b>BV: Tolerance / Mutual Respect</b></p> <p>2) To understand who or what influences our assumptions about people <b>BV: Mutual Respect</b></p> <p>3) To know what bullying is and why it can be hard to spot</p> <p>4) To understand why people may join in with bullying</p> <p>5) To identify what is special about me and why I should value it</p> <p><b>6) Online Saftey: 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: Beethoven – 5<sup>th</sup> Symphony (Tin Whistle)</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know who Beethoven was and why he is considered an important composer. They will be</p>	<p><b>L1</b> Ludwig van Beethoven was a famous German composer who continued to write music even after he began to lose his hearing.</p> <p>Beethoven's 5th Symphony is one of the most well-known pieces of classical music and begins with a short, dramatic four-note motif: "da-da-da-dum."</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Make sensible comments about their own and others' work, suggesting ways to improve it.</p> <p>Control breathing and sing with an appropriate tone.</p> <p>Stick to a given part (e.g. rhythm, ostinato, drone, simple part singing etc.) when playing or singing in a small group.</p>	<p><b>L1</b> Beethoven Composer Classical Symphony Hearing loss</p> <p><b>L2</b> Instrument Held Fingering</p>

	able to identify features of his music, including the famous four-note motif in his 5th Symphony. Pupils will know the notes of the C major scale and be able to play them on the tin whistle. They will also be able to rehearse and perform the main melody of Beethoven's 5th Symphony using appropriate fingering and breath control.	<p><b>L2</b> Like any instrument, a tin whistle needs to be help and played in a certain way. As musicians, we should practise using instruments to get better.</p> <p><b>L3</b> The C major scale is made up of the notes C, D, E, F, G, A, B, and C, and can be played on the tin whistle using different finger positions.</p> <p><b>L4</b> The main melody of Beethoven's 5th Symphony uses a small set of notes from the C major scale and is repeated in different ways throughout the piece.</p> <p><b>L5</b> Performing the main melody of Beethoven's 5th Symphony helps us understand how simple musical ideas can be powerful when played with confidence and control.</p>	<p>Sing and play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse. 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>Identify some notes on a stave</p> <p>Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims)</p> <p>Begin to recognise rest values (lengths).</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listen to and appraise the music of others.</b></p> <p><b>Study the history of music and important changes over time.</b></p> <p><b>Practise, develop and refine new musical skills.</b></p>	<p>Moutpiece Fipple Barrel Finger holes</p> <p><b>L3</b> Scale Note C major Tin whistle Pitch</p> <p><b>L4</b> Tune Repeat Pattern Fingering Practice</p> <p><b>L5</b> Rehearse Perform Control Expression Confidence</p>
	<p><b>Sequence of lessons:</b></p> <p>1) To learn about the life of Beethoven and appraise his music <b>PC: Disability</b></p> <p>2) To learn the basics of using a tin whistle</p> <p>3) To learn the C major scale (tin whistle)</p> <p>4) To learn the notes used in the main melody of Beethoven's 5<sup>th</sup> symphony</p> <p>5) To rehearse and perform the main melody of Beethoven's 5<sup>th</sup> symphony</p>			
	Theme	Knowledge	Skills	Key concepts and vocabulary

	<p><b>Au2: Christmas Celebration Singing</b></p> <p><b>End Point:</b> By the end of this unit, pupils will understand how to rehearse and perform a selection of Christmas songs with attention to musical elements such as pitch, rhythm, dynamics, phrasing, and expression. They will be able to describe how lyrics convey meaning and emotion, and how physical performance elements such as gestures and stage presence support audience engagement. Pupils will understand the importance of teamwork and rehearsal in preparing for a performance and will be able to reflect on how their musical and expressive choices contribute to the overall impact of their singing.</p>	<p><b>L1</b> Lyrics often tell a story or express a theme, and understanding them helps performers communicate meaning and emotion to the audience through their voice and expression.</p> <p><b>L2</b> Songs are made up of rhythm (the pattern of sounds), melody (the tune), and pitch (how high or low a note is), and singers must practise these carefully to stay in time and in tune with others.</p> <p><b>L3</b> Dynamics (how loud or soft the music is) and phrasing (how a musical sentence is shaped) help make a performance more expressive and professional.</p> <p><b>L4</b> Adding gestures and movements that match the words and feeling of the song helps performers communicate more clearly and confidently with their audience.</p> <p><b>L5</b> Dress rehearsals give performers a chance to practise singing, timing, and stage presence in a real performance setting, helping them prepare mentally and physically for the final show.</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>Stick to a given part (e.g. rhythm, ostinato, drone, simple part singing etc.) when playing or singing in a small group.</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>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>Make sensible comments about their own and others' work, suggesting ways to improve it.</p> <p>Accept feedback and suggestions from others about my performances.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listen to and appraise the music of others.</b></p> <p><b>Study the history of music and important changes over time.</b></p> <p><b>Practise and rehearse their own compositions.</b></p> <p><b>Perform their compositions to others.</b></p>	<p><b>L1</b> Lyrics Theme Expression Narrative Mood</p> <p><b>L2</b> Rhythm Melody Pitch Timing Accuracy</p> <p><b>L3</b> Dynamics Phrasing Crescendo Decrescendo Expression</p> <p><b>L4</b> Performance Gestures Stage presence Audience Confidence</p> <p><b>L5</b> Rehearsal Projection Coordination Teamwork Focus</p>
	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To listen to, appraise and discuss the lyrics to our songs</li> <li>2) To practise our songs paying attention to rhythmic patterns, melody and pitch</li> <li>3) To practise our songs paying attention to dynamics and phrasing</li> <li>4) To practise our songs incorporating performative gestures</li> <li>5) To take part in a full dress rehearsal with other classes</li> </ol>			



	Theme	Knowledge	Skills	Key concepts and vocabulary
	<p><b>Au1: Unit D – Playtimes</b></p> <p><b>End Point:</b></p> <p>This unit of work teaches vocabulary related to playtime. It's a fun unit that can be used to introduce French-speaking playtime games, such as "<i>Jacques a dit</i>". The song lesson involves a traditional French playtime song, which has actions to make it more engaging for pupils. Children will learn how to talk about their favourite playground games, and where they like to play.</p>	<p><b>L1</b></p> <p>This well-known nursery rhyme is sung in many different languages around the world.</p> <p>"<i>Qui</i>" ("who") is a common question word.</p> <p>"<i>Est</i>" ("is") comes from "<i>être</i>" ("to be") which is an irregular verb.</p> <p><b>L2</b></p> <p>The more actions the pupils learn, the longer you can make the game.</p> <p>The verbs in this lesson are in a different format — they mostly end in "<i>-ez</i>" or "<i>-es</i>". This is because they are in the imperative — they're commands.</p> <p>The question "<i>Qu'est-ce que Jacques a dit?</i>" is in the perfect (past) tense. It translates literally as "What has Jacques said?".</p> <p><b>L3</b></p> <p>"<i>Un ballon</i>" ("a ball") is a large ball, like a football or beach ball. For a smaller ball, like a tennis or cricket ball, use "<i>une balle</i>".</p> <p>"<i>Qu'est-ce que...?</i>" is like "What...?" in English.</p> <p><b>L4</b></p> <p>The verbs, e.g. "<i>jouer</i>" ("to play"), in all the phrases on the vocabulary screen are</p>	<p>Pick out familiar words and phrases from a spoken sentence.</p> <p>Say and write a few sentences about themselves in the first person from memory.</p> <p>Prepare and present some basic instructions for a playground game.</p> <p>Recite some verses of a song from memory.</p> <p>Use knowledge of French phonics to spell some simple words correctly.</p> <p>Express opinions using basic sentences.</p> <p>Follow and understand the majority of a written text when listening to it read aloud.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listening to others speak the language.</b></p> <p><b>Talking with others in the language.</b></p> <p><b>Looking for patterns and similarities.</b></p> <p><b>Engaging with cultures where the language is spoken.</b></p>	<p><b>L1</b></p> <p><i>le fermier</i> the farmer <i>le pré</i> the meadow <i>la femme</i> the wife <i>l'enfant</i> (m) the child <i>le chien</i> the dog <i>le chat</i> the cat <i>la souris</i> the mouse <i>le fromage</i> the cheese</p> <p><b>L2</b></p> <p><i>Sautez!</i> Jump! <i>Touchez le nez!</i> Touch your nose! <i>Touchez la tête!</i> Touch your head! <i>Dites 'bonjour'!</i> Say 'hello'! <i>Dites 'au revoir'!</i> Say 'goodbye'! <i>Frappez dans les mains!</i> Clap your hands!</p> <p><b>L3</b></p> <p><i>un ballon</i> a ball <i>une corde à sauter</i> a skipping rope</p>

	<p>in the infinitive. That means it's the complete form of the verb.</p> <p>For the conversation, pupils just need to add the phrases from the vocabulary screen after "<i>j'aime</i>" ("I like"). If you put a verb after "<i>j'aime</i>", it needs to be in the infinitive.</p> <p><b>L5</b></p> <p>The vocabulary items are split into two types of word — there are nouns and prepositional phrases (e.g. "in the playground"). Ensure that pupils don't get confused and use the prepositional phrases as nouns, or vice versa.</p> <p>"<i>Les jeux</i>" ("the games") is the plural of "<i>le jeu</i>" ("the game").</p> <p>When making sentences with the nouns from the vocabulary screen, the article has to be modified. In order to say "I like to play..." in French, you use "<i>à</i>" — "<i>j'aime jouer à...</i>". When "<i>à</i>" is written next to "<i>le</i>", it becomes "<i>au</i>", and "<i>les</i>" becomes "<i>aux</i>".</p>	<p><i>un vélo</i> a bicycle <i>une trottinette</i> a scooter <i>une balançoire</i> a swing <i>un toboggan</i> a slide <i>une bascule</i> a seesaw <i>un tourniquet</i> a roundabout</p> <p><b>L4</b></p> <p><i>jouer à chat</i> to play tag <i>jouer au foot</i> to play football <i>jouer à la balle</i> to play catch <i>jouer à la thèque</i> to play rounders <i>sauter à la corde</i> to skip <i>faire la course</i> to race <i>jouer à cache-cache</i> to play hide-and-seek <i>jouer aux jeux de mains</i> to play clapping games</p> <p><b>L5</b></p> <p><i>les jeux d'équipe</i> team games <i>les jeux de société</i> board games <i>les jeux vidéo</i> video games <i>dans le pré</i> in the meadow <i>à l'intérieur</i> inside</p>
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				<i>dehors</i> outside <i>dans la cour</i> in the playground
<b>Sequence of lessons:</b> 1) To learn a well-known French nursery rhyme 2) To play ‘Simon Says’ in French 3) To learn how to say ‘I play’ in French 4) To talk about what is in a playground 5) To ask what someone likes what to play				
<b>Au2: Unit E – Home</b>  <b>End Point:</b> This unit of work supplies pupils with the vocabulary they need in order to say where they live. By the end of the unit, they’ll have learned all of the vocabulary they need to give details about a variety of rooms and furniture. Lesson 5 introduces basic verbs associated with the daily routine, in the first person. Pupils will be able to do activities to recap colours and numbers as well as learning new vocabulary in this unit.	<b>L1</b> This lesson includes a song called “ <i>Qui habite dans les bois?</i> ” — its catchy tune will help the children to remember the vocabulary.  “ <i>Dans</i> ” (“in”) is a preposition — it means “in” or “inside”.  If pupils want to say which town they live in, replace “ <i>dans</i> ” with “ <i>à</i> ” — this is because “ <i>dans</i> ” literally means “inside”, and you live “in”, rather than “inside”, a town.  The English translation of the song lyrics includes the verb “to live” in each line of the first verse, even though the verb “ <i>habiter</i> ” is not repeated in the French version — this is just so it makes more sense.  <b>L2</b> To extend vocabulary about floors, add ordinal numbers (“ <i>premier</i> ”, “ <i>deuxième</i> ”, “ <i>troisième</i> ”, “ <i>quatrième</i> ”, “ <i>cinquième</i> ”, etc.) before “ <i>étage</i> ” — “ <i>le quatrième étage</i> ” (“the fourth floor”).  <b>L3</b>	Identify a given sound most times it appears when listening to a song.  Recognise some familiar words and phrases in a spoken story.  Use numbers and colours in descriptions.  Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. Respond to a spoken question with a written answer in a full sentence.  Confidently say sentences where the word order differs to English.  Be able to give the gender of a noun from its article.  <u><b>Learning Like an Expert Skills:</b></u>  <b>Listening to others speak the language.</b>  <b>Talking with others in the language.</b>  <b>Looking for patterns and similarities.</b>  <b>Engaging with cultures where the language is spoken.</b>	<b>L1</b> <i>une maison</i> a house <i>un appartement</i> a flat <i>un village</i> a village <i>une ville</i> a town <i>une grande ville</i> a city <i>une chaumière</i> a cottage <i>une ferme</i> a farm <i>les bois</i> (m) the woods  <b>L2</b> <i>une chambre</i> a bedroom <i>une salle de bains</i> a bathroom <i>un salon</i> a living room <i>une salle à manger</i> a dining room <i>une cuisine</i> a kitchen <i>un jardin</i>	

		<p>Make an open question by adding “<i>qu’est-ce que</i>” to the front of a statement — “<i>Qu’est-ce qu’il y a dans ta chambre?</i>” (“What is there in your bedroom?”). When the word that comes after “<i>que</i>” starts with a vowel, use an apostrophe to link them, and omit the “<i>e</i>”.</p> <p>It’s “<i>des rideaux</i>” in French, because “curtains” are plural, just like in English.</p> <p>“<i>Il y a</i>” means “there is” or “there are” — there’s no difference, unlike English.</p> <p><b>L4</b> Make an open question by adding “<i>qu’est-ce que</i>” to the front of a statement — “<i>Qu’est-ce qu’il y a dans la cuisine?</i>” (“What is in the kitchen?”). When the word that comes after “<i>que</i>” starts with a vowel, use an apostrophe to link them, and omit the “<i>e</i>”.</p> <p>“<i>Un lave-vaisselle</i>” (“a dishwasher”) and “<i>un grille-pain</i>” (“a toaster”) are spelt the same in their plural versions — “<i>les lave-vaisselle</i>” (“the dishwashers”), “<i>les grille-pain</i>” (“the toasters”).</p> <p><b>L5</b> Some of these verbs are reflexive — that’s why they have “<i>me</i>” in front of the main verb. It’s like saying you are doing something to yourself — “<i>je me douche</i>” is “I shower myself”.</p>	<p>a garden <i>un balcon</i> a balcony <i>le rez-de-chaussée</i> the ground floor <i>le premier étage</i> the first floor</p> <p><b>L3</b> <i>un lit</i> a bed <i>une chaise</i> a chair <i>une table</i> a table <i>une commode</i> a chest of drawers <i>une armoire</i> a wardrobe <i>une lampe</i> a light <i>une télévision</i> a television <i>des rideaux (m)</i> curtains <i>une moquette</i> a carpet</p> <p><b>L4</b> <i>une fenêtre</i> a window <i>une porte</i> a door <i>une poubelle</i> a bin <i>un four</i> an oven <i>une bouilloire</i> a kettle <i>un grille-pain</i> a toaster <i>un évier</i></p>
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				<p>a sink <i>un lave-vaisselle</i> a dishwasher</p> <p><b>L5</b> <i>Je me lève.</i> I get up. <i>Je me douche.</i> I shower. <i>Je prends le petit déjeuner.</i> I have breakfast. <i>Je vais à l'école.</i> I go to school. <i>Je prends le déjeuner.</i> I have lunch. <i>Je rentre chez moi.</i> I go home. <i>Je prends un goûter.</i> I have an afternoon snack. <i>Je dîne.</i> I have dinner. <i>Je me couche.</i> I go to bed.</p>
	<p><b>Sequence of lessons:</b> 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</p>			