

Y3/4 Summer – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: States of Matter</p>	<p>All materials can be sorted into one of the three states of matter: solids, liquids and gasses.</p> <p>The three states of matter describe how materials behave.</p> <p>Solids stay in one place, keep their shape, always take up the same amount of space and can be cut or shaped.</p> <p>Examples of solids are ice, wood and sand.</p> <p>Liquids can flow or be poured, are difficult to hold, always take up the same amount of space and change their shape depending on the container they are in.</p> <p>Examples of liquids are water, honey and milk.</p> <p>Gases are often invisible, do not have a fixed shape, spread out and take up more space and can be squashed into a smaller space.</p> <p>Examples of gases are steam, oxygen and helium.</p> <p>Solids and liquids can be changed from one state to another by heating or cooling.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gasses.</p> <p>Explore a variety of everyday materials and develop simple descriptions of the states of matter.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straight forward scientific evidence.</p> <p>Make predictions and give a reason using simple scientific vocabulary.</p> <p>Make systematic and careful observations.</p>	<p>Material</p> <p>States of matter</p> <p>Solid (plus examples)</p> <p>Liquid (plus examples)</p> <p>Gas (plus examples)</p> <p>Shape</p> <p>Space</p> <p>Flow</p> <p>Pour</p> <p>Particle</p> <p>Water</p> <p>Ice</p> <p>Steam / water vapour / air</p> <p>Heating</p> <p>Melting</p> <p>Cooling</p> <p>Freezing</p> <p>Evaporating</p> <p>Condensing</p> <p>Water cycle</p> <p>Precipitation</p> <p>Rain</p> <p>Snow</p> <p>Sleet</p> <p>Hail</p>

		<p>Heating a solid (like ice) can cause it to melt and turn into a liquid (water).</p> <p>Cooling a liquid (water) can cause it to freeze and turn into a liquid (ice).</p> <p>Liquids and gases can be changed from one state to another by heating or cooling.</p> <p>Heating a liquid (like water) can cause it to evaporate and turn into a gas (steam/water vapour).</p> <p>Cooling a gas (steam/water vapour) can cause it to change into a liquid (water) – this is called condensation.</p> <p>Water on Earth is constantly moving. It is recycled over and over again – this is called the water cycle.</p> <p>The water cycle follows this process: water evaporates into air, air condenses into water, water falls as precipitation. It is then repeated.</p> <p>Evaporation speeds up when the temperature is increased.</p>	<p>Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.</p> <p>Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.</p> <p>Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).</p> <p>Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support their findings.</p> <p>Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the three different states of matter 2) To sort and group materials into the three states of matter 3) To investigate how heating affects the three states of matter 4) To investigate how cooling affects the three states of matter 5) To understand the role evaporation and condensation play in the water cycle 				

	<p>Au2: Living Things and their Habitats</p>	<p>Plants and animals are both examples of living things.</p> <p>They are different because animals move around, hunt and forage for food, breathe air and seem to have thoughts and feelings. Plants stay in one place, create their own food and do not seem to have thoughts and feelings.</p> <p>Plants and animals can be grouped in a variety of ways. For example, based on their diet, how they reproduce and the different parts of their body.</p> <p>Animals can be grouped into vertebrates (have a back bone) and invertebrates (do not have a back bone).</p> <p>Vertebrates can be grouped into fish, amphibians, reptiles, birds and mammals. Invertebrates can be grouped into snails, slugs, worms, spiders and insects.</p> <p>Plants can be sorted into flowering plants and non-flowering plants.</p> <p>To help us identify and name living things, we can use a classification key.</p> <p>Humans can have a negative effect on the environment. For example, through littering, pollution, deforestation and building over living things' habitats.</p> <p>Humans can have a positive effect on the environment. For example, through protecting habitats, building nature reserves and recycling.</p>	<p>Group living things into a variety of ways.</p> <p>Explore and use classification keys to group, identify and name living things.</p> <p>Recognise and describe how environments change in both positive and negative ways.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Make systematic and careful observations.</p> <p>Identify similarities/differences/changes when talking about scientific processes.</p> <p>Use and begin to create simple keys.</p> <p>Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).</p>	<p>Living things</p> <p>Plants</p> <p>Flowering / non-flowering</p> <p>Animals</p> <p>Vertebrates</p> <p>Invertebrates</p> <p>Back bone</p> <p>Fish</p> <p>Amphibians</p> <p>Reptiles</p> <p>Birds</p> <p>Mammals</p> <p>Snails</p> <p>Slugs</p> <p>Worms</p> <p>Spiders</p> <p>Insects</p> <p>Group</p> <p>Identify</p> <p>Name</p> <p>Classification key</p> <p>Environment</p> <p>Habitat</p> <p>Positive</p> <p>Negative</p> <p>Litter</p> <p>Pollution</p> <p>Deforestation</p> <p>Protect</p> <p>Nature reserve</p> <p>Recycle</p>

	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To group plants and animals in a variety of ways (include examples found in the school grounds) 2) To use classification keys to group, identify and name plants and animals (include examples found in the school grounds) 3) To recognise and describe some of the negative ways in which environments can change 4) To recognise and describe some of the positive ways in which environments can change 5) To create a guide to the living things that can be found in our local area 			
History	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>The Romans</p>	<p>The Roman Empire was a civilisation that lasted from 700BCE to 476CE.</p> <p>The Roman Empire was huge and stretched across Europe, North Africa and Asia.</p> <p>Rome grew from a small town into an enormous capital city.</p> <p>There were many different groups of people who lived in the Roman Empire.</p> <p>Senators were politicians who helped the Emperor to rule the empire.</p> <p>Enslaved people were not citizens and were forced to work.</p> <p>Gladiators provided violent entertainment for huge crowds – early in the empire’s history, they were slaves but later became professionals.</p> <p>The Roman army was the most powerful in the world – its soldiers were incredibly well trained and equipped. They had effective tactics for battles.</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>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>Express opinions about the significance of people and events from the past and justify them with evidence.</p>	<p>Roman Rome Italy Empire Civilisation Town City Citizen Slave Senator Gladiator Army Soldier Centurion Tactics Britain Celt Invade Conquer Rule Fort Hadrian’s Wall</p>

		<p>After a failed invasion in 54BCE, Britain was conquered by the Romans in 43CE. The Romans wanted precious metals such as gold, tin and iron.</p> <p>The Romans ruled by building defensive forts and allowing Celtic Britons to become citizens of Rome.</p> <p>Some Celts (like Boudicca) refused to surrender and fought back. Scotland was never conquered and Hadrian's wall was built to block it off.</p> <p>The Romans brought many changes to Britain including new buildings, towns, roads, plants, animals and language.</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>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand when and where the Roman Empire existed 2) To find out what life was like for different people in the Roman Empire (senators, slaves and gladiators) 3) To find out what life was like in the Roman army 4) To investigate how and why the Romans conquered and ruled Britain 5) To investigate how the Romans changed Britain 			
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	Cities and Settlements	<p>There are different types of settlements which vary in size.</p> <p>Hamlets are the smallest type of settlement, then villages, towns and cities.</p> <p>Hamlets and villages are found in rural areas and towns and cities in urban areas.</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>Confidently describe and show an understanding of key aspects of physical geography.</p>	<p>Settlement</p> <p>Hamlet</p> <p>Village</p> <p>Town</p> <p>City</p> <p>Rural</p> <p>Urban</p> <p>Services</p> <p>Transport</p> <p>Residential</p>

	<p>Life in a small settlement such as a village can be very different to life in a large settlement such as a city. For example, cities can have more services such as transport links and hospitals, but are noisier and busier.</p> <p>Some settlements were first built thousands of years ago. Their locations were chosen for reasons such as access to resources or for defence.</p> <p>The settlement we live in has a range of different human features and physical features. We can identify these by moving around the settlement or by using a map.</p>	<p>Confidently describe and show an understanding of key human geographical features.</p> <p>Taking digital photos and annotating them with labels or captions</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey).</p> <p>Developing a simple method of recording their feelings about a place or site</p> <p>Use atlases, maps and globes.</p> <p>Use maps at more than one scale.</p> <p>Locate photos of features on maps.</p> <p>Give maps a title to show their purpose.</p> <p>Make a map of small area with features in correct places</p> <p>Use plan views regularly.</p> <p>Give maps a key with standard symbols.</p> <p>Use some Ordnance Survey style symbols.</p>	<p>Commercial Industrial Leisure Location Human feature Physical feature Fieldwork Map Key Symbol Plan view</p>
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Sequence of Lessons:

- 1) To understand the main types of settlements and identify local examples
- 2) To use maps to identify key features in settlements and reflect upon how these affect people's lives
- 3) To understand why settlements are built in certain locations and how they change over time
- 4) To identify a problem in our settlement and think of ways in which this could be solved (fieldwork)
- 5) To create my own map of a settlement that would be a positive place to live in

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Building Mini Trebuchets</p>	<p>Trebuchets are war machines that have been used for thousands of years. They use a lever to propel missiles towards an enemy.</p> <p>The Romans used similar machines called onagers.</p> <p>When we design a product, it is important to analyse existing examples.</p> <p>When we design a product, it is important to create a set of design criteria to decide whether it is successful.</p> <p>A prototype is an initial attempt at constructing a design which helps us to identify how it can be improved.</p> <p>We can make improvements to a prototype by changing materials, joining techniques and dimensions (sizes).</p> <p>To ensure our products meet their design criteria, it is important to test their performance.</p>	<p>Explore and evaluate existing products in relation to their purposes, whether they are well-designed and appealing.</p> <p>Name and describe the materials that a product is made from, offer some reasons why and suggest alternatives.</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>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>Develop an ordered plan for the steps they will take to create their product considering how long the process will take.</p> <p>Choose tools and utensils independently giving explanations for their choices.</p> <p>Make measurements independently with increasing accuracy (nearest cm).</p>	<p>Trebuchet Catapult Onager Machine Lever Analyse Material Purpose Joining techniques Dimensions Design criteria Prototype Test Performance Improve Design cycle (iterative process)</p>

			<p>Independently cut and score materials with accuracy.</p> <p>Use mechanical systems in their products including pulleys, levers and linkages and explain how they work.</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>Sequence of Lessons:</p> <p>1) To analyse a trebuchet and create a set of design criteria for our own designs</p> <p>2) To follow a set of instructions to build a prototype trebuchet and analyse its performance</p> <p>3) To plan my own trebuchet thinking about changes to its design to improve its performance</p> <p>4) To build my own trebuchet</p> <p>5) To test and analyse my trebuchet, considering how to improve its performance further</p>			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	Roman Mosaic Inspired Collages	<p>Mosaics are artworks that are made by arranging small coloured pieces of material such as tile or glass. They are often displayed on walls or floors.</p> <p>Mosaics were popular in Roman times and were found in many different types of building. They were made from colourful pieces of pottery and often showed scenes from everyday life, mythology, nature or sometimes just displayed patterns.</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 and key details from their life stories.</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 and shape.</p> <p>Know the names of the primary and secondary colours and discuss these using the language of complementary and contrasting colours.</p>	<p>Mosaic</p> <p>Collage</p> <p>Roman Scene</p> <p>Pattern</p> <p>Abstract</p> <p>Pottery</p> <p>Tile</p> <p>Glass</p> <p>Paper</p> <p>Newspaper</p> <p>Magazine</p> <p>Photograph</p> <p>Mood board</p>

		<p>Many Roman mosaics have survived to this day. They help us learn about what life was like in Roman times.</p> <p>Collages are very similar to mosaics, but they use pieces of paper, cardboard or fabric that have been found from sources such as magazines, books or photographs.</p> <p>Artists who use collage create images of many different types. For example, portraits, landscapes or even abstract designs.</p> <p>A mood board is a collection of images, colours or textures which help artists plan their work and think about the feelings or emotions they want to show.</p> <p>When creating a collage, it is possible to cut, fold, crumple, tear or rip the images to create different effects. The different pieces are then attached to a larger sheet of paper or cardboard using glue.</p>	<p>Use the primary colours to mix secondary colours using a colour wheel to inform their choices.</p> <p>Begin to talk about the 'emotional quality' or 'mood' of colours and explain how and where they may be used.</p> <p>Understand that collage is a way of creating art by arranging premade images which may be cut or torn from a number of sources.</p> <p>Sort and group images based on colour and texture.</p> <p>Cut, fold, crumple, tear and overlap images with increasing accuracy.</p> <p>Find images from pre-printed materials such as newspapers and magazines and also search for specific images using the internet for use in collages.</p> <p>Arrange and attach images to paper using glue with increasing accuracy giving thought to the composition of the piece and reasons for their choices.</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 and shape.</p>	<p>Feeling Emotion Cut Fold Tear Crumple Rip Glue Analyse Appraise Evaluate Plan</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To analyse and appraise a range of Roman mosaics 2) To create mood boards from found materials based on colour and texture 3) To plan my collage 4) To collect material for my collage from a range of sources 5) To create and appraise my collage 				

Computing

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Photo Editing</p>	<p>Computers, including most personal devices, can be used to take and edit photos.</p> <p>There are lots of photo editing software available.</p> <p>Editing photos can improve them and be a way of creating artworks.</p> <p>However, editing photos can be unethical – this means it is wrong to do.</p> <p>Photos can be rotated – this means turned.</p> <p>Photos can be cropped – this means parts of them can be removed.</p> <p>Photos can be made smaller or larger.</p> <p>There are effects and filters which can be used to change the colour of photos.</p> <p>Cloning allows us to duplicate certain parts of a photo.</p> <p>Combining allows us to mix two photos together.</p> <p>It is often possible to tell when a photo has been edited. However, sometimes it is very difficult.</p>	<p>Improve an image by rotating it.</p> <p>Explain why I might crop an image.</p> <p>Use photo editing software to crop an image.</p> <p>Explain that different colour effects make you think and feel different things.</p> <p>Experiment with different colour effects.</p> <p>Explain why I chose certain colour effects.</p> <p>Add to the composition of an image by cloning.</p> <p>Identify how a photo edit can be improved.</p> <p>Remove parts of an image using cloning.</p> <p>Experiment with tools to select and copy part of an image.</p> <p>Use a range of tools to copy between images.</p> <p>Explain why photos might be edited.</p> <p>Describe the image I want to create.</p> <p>Choose suitable images for my project.</p> <p>Create a project that is a combination of other images.</p>	<p>Computer Device Photo Image Take Edit Software Improve Unethical Ethical Consent Rotate Crop Enlarge Shrink Effects Filter Colour Tone Clone Duplicate Combine</p>

	Sequence of Lessons: 1) To explain that the composition of digital images can be changed 2) To explain that colours can be changed in digital images 3) To explain how cloning can be used in photo editing 4) To explain that images can be combined 5) To combine images for a purpose		
	Au2: Repetition in Games Design	<p>Repetition is when something happens more than once. It happens in real life in many different scenarios.</p> <p>We can use code to make a programme repeat a certain command.</p> <p>A count-controlled loop will repeat a command for a set number of times.</p> <p>An infinite loop will continue to repeat a command forever until it is stopped.</p> <p>These two types of loops have different purposes in games design.</p> <p>It is possible to run different types of loops at the same time.</p> <p>It is possible to take snippets (little chunks) of code and modify them.</p> <p>Games designers plan a game before writing the code.</p> <p>When writing the code for a game, designers may need to go back to edit it to fix any bugs they identify.</p>	<p>List an everyday task as a set of instructions including repetition</p> <p>Predict the outcome of a snippet of code</p> <p>Modify a snippet of code to create a given outcome</p> <p>Modify loops to produce a given outcome</p> <p>Choose when to use a count-controlled and an infinite loop</p> <p>Recognise that some programming languages enable more than one process to be run at once</p> <p>Choose which action will be repeated for each object</p> <p>Explain what the outcome of the repeated action should be</p> <p>Evaluate the effectiveness of the repeated sequences used in my program</p> <p>Identify which parts of a loop can be changed</p> <p>Explain the effect of my changes</p> <p>Re-use existing code snippets on new sprites</p>

			<p>Evaluate the use of repetition in a project</p> <p>Select key parts of a given project to use in my own design</p> <p>Develop my own design explaining what my project will do</p> <p>Refine the algorithm in my design</p> <p>Build a program that follows my design</p> <p>Evaluate the steps I followed when building my project</p>	
	<p>Sequence of Lessons:</p> <p>1) To develop the use of count-controlled loops in a different programming environment</p> <p>2) To explain that in programming there are infinite loops and count-controlled loops</p> <p>3) To develop a design that includes two or more loops which run at the same time</p> <p>4) To modify an infinite loop in a given program</p> <p>5) To design and create a project that includes repetition</p>			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Class Teacher: Athletics</p>	<p>Athletics is a collection of sports that includes running, jumping and throwing.</p> <p>Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races.</p> <p>Field events involve either jumping or throwing.</p> <p>Various objects are thrown. For example, the shot put, the hammer, the javelin and the discuss.</p>	<p>Understand and apply the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Perform a throwing technique with control, coordination, and consistency.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p> <p>Learn how to evaluate and recognise their own success.</p>	<p>Athlete</p> <p>Athletics</p> <p>Run</p> <p>Throw</p> <p>Jump</p> <p>Technique</p> <p>Overarm</p> <p>Underarm</p> <p>Pull</p> <p>Push</p> <p>Sling</p> <p>Run</p> <p>Jog</p> <p>Sprint</p> <p>Pace</p>

	<p>Jumping events can include jumping for height, or jumping for distance.</p> <p>Different events require different skills, even when the focus is the same. For example, running the 100m requires a sprinting technique to be as fast as possible, while running a marathon (26 miles) requires pacing to avoid burnout too soon.</p>	<p>Devise suitable warm-up activities for the upcoming activities.</p> <p>Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.</p> <p>Perform competitively with others.</p>	<p>Distance</p> <p>Accelerate</p> <p>Decelerate</p> <p>Timing</p> <p>Throw</p> <p>Control</p> <p>Coordination</p> <p>Consistency</p> <p>Long jump</p> <p>Triple jump</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To throw an object by overarm, underarm, pulling, pushing and slinging 2) To run in races of varied distances 3) To combine different types of jumping 4) To take part in athletic events 5) To run for distance 6) To perform competitively with others 		
	<p>Su1: PE Specialist: Gymnastics</p> <p>Gymnastics is an Olympic sport that requires a combination of strength, flexibility, coordination, and balance.</p> <p>At competitions, judges award points to Gymnasts for performing good quality leaps, jumps, turns, and acrobatic skills.</p> <p>Gymnastics may require some specialised equipment. For example, beams, trampolines, bars and mats.</p> <p>It is important that gymnastic routines, and any special equipment used, are done safely. Not warming up correctly or using equipment in the wrong way may result in injury.</p>	<p>Find different ways of using shape, travel and direction.</p> <p>Explore movements and creativity.</p> <p>Combine actions to create sequence of movements thinking about quality and performance.</p> <p>Collaborate with others.</p> <p>Work well in small groups to create roll sequences, sharing ideas and listening to others.</p> <p>Improve the quality of key shape jumps, turn jumps, and rebound jumps.</p>	<p>Transition</p> <p>Spinning</p> <p>Body Tension</p> <p>Agility</p> <p>Momentum</p> <p>Pathways</p> <p>Sissonne</p> <p>Muscles</p> <p>Landing</p> <p>Experiment</p> <p>Formation</p> <p>Travelling</p> <p>Combinations</p> <p>Landing</p> <p>Symmetry</p> <p>Support</p> <p>Routine</p> <p>Competition</p>

			<p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner.</p> <p>Learn and develop the quality of a tuck roll to standing.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To perform 9 key shapes 2) To create sequences of movements, shapes, balances, and rolls 3) To travel using different body parts 4) To work with others mirroring and cannoning 5) To travel on different levels at different speeds 6) To perform in front of others 				
	<p>Su2: Class Teacher: Tennis</p>	<p>Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles).</p> <p>Tennis can be played on grass, clay, hard court or even carpet.</p> <p>Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p> <p>The scoring in tennis can be complicated, as points are not awarded in sets of 1.</p> <p>In adult's tennis, matches are split into 'games', 'sets' and 'matches'. This means the whole match can last for a very long time.</p> <p>Tennis requires a range of skills and attributes including speed, agility, hand-eye coordination and special awareness.</p>	<p>Recognise and explain good performances and learn how to recognise and evaluate your own success.</p> <p>Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</p> <p>Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.</p> <p>Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.</p> <p>Begin to apply basic movements in a range of activities and in combination.</p> <p>Apply basic principles for attacking including finding and using space in game situations.</p> <p>Keep a rally going using a range of shots.</p>	<p>Swing Aim Cooperative play Movement Partner Direction Send Position Court target Power Accuracy Direction Free Space Control In line Racket</p>

		Tennis is a high-intensity sport that requires a high level of fitness to play.		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To watch, track, and catch a tennis ball successfully 2) To hit a ball into space (at different speeds and heights) to try beat an opponent 3) To perform a basic forehand action with increasing accuracy 4) To keep a rally going using a range of shots 5) To perform a basic backhand shot with increasing control 6) To compete with others 				
	<p>Su2: PE Specialist: OAA (orienteering)</p>	<p>Usually played outdoors, Orienteering is a mix of navigation (map reading skills) and physical endurance.</p> <p>The aim is to navigate through a course, finding specific 'control points' marked on the map within a specified time frame.</p> <p>The top Orienteer's have excellent fitness, problem solving skills and map reading skills.</p>	<p>Have knowledge of safety rules and procedures for taking part in orienteering event.</p> <p>Work as a team to plan and decide what approach to use to meet the challenges.</p> <p>Explain how you could improve your performance.</p> <p>Develop a basic understanding of map reading/making and apply these skills and techniques in games.</p> <p>Work cooperatively and successfully as part of a team, improving communication skills.</p> <p>Recognise where you are on a map.</p> <p>Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</p>	<p>OAA Orienteering Teamwork Map Skills Indoor mapping Outdoor mapping Picture Orienteering Compass Bearing Direction Control Plotting Communication Problem Solving</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To work cooperatively as part of a team 2) To understand different points on a map 3) To communicate effectively with others 4) To make a map 5) To participate in team games solving problems with others 6) To take part in an orienteering event 				

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: How does art help Christians to learn about Jesus?</p>	<p>Christians believe Jesus was God in the flesh (the incarnation).</p> <p>It was a while before Christians began to depict Jesus in art.</p> <p>For centuries, Christians were forbidden from drawing God or Jesus.</p> <p>Different cultures picture Jesus in their own image. This reflects the idea that Jesus came for all humanity.</p> <p>Christians express beliefs about God through images of Jesus and try to capture his divinity and humanity.</p> <p>Art was used to teach and tell stories before people could read.</p> <p>Now art is used to teach, inspire, reflect on, challenge and express beliefs.</p>	<p>Match up some Christian beliefs about Jesus with artwork and symbols.</p> <p>Retell a story of Jesus and suggest what it might mean to a Christian matching it to an appropriate piece of art or image.</p> <p>Describe what they think about some examples of Christian art about Jesus.</p> <p>Describe some Christian beliefs about Jesus simply, referring to art and Bible text.</p> <p>Discuss and consider questions about Christianity and art.</p> <p>Make some links between stories of Jesus and works of art.</p> <p>Apply the ideas of 'incarnation', 'Saviour', 'teacher', 'shepherd', 'ascension' to examples of the portrayal of Jesus in art.</p> <p>Refer to the teaching of the Bible and the Apostles' Creed in showing what they understand about the art works.</p>	<p>Christian Christianity Jesus God Bible Art Artwork Symbol Depict Divinity Humanity Prohibited Incarnation Saviour Teacher Shepherd Ascension Apostle Apostle's Creed</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to write descriptions, comments and questions of Christian art 2) To reflect on the links between the names of churches and the images found inside of them 3) To investigate how Christian art can tell a story 4) To use my creative skills to show what Christians believe about Jesus 5) To explore the Apostles' Creed through art and design 			
	<p>Su2: Why do young Jewish people make promises?</p>	<p>Bar and bat mitzvah are extremely significant rites of passage marking the move from childhood towards adulthood.</p>	<p>Give a reason why bar and bat mitzvah are significant to Jewish people.</p>	<p>Judaism Jew Jewish Bar mitzvah Bat mitzvah</p>

		<p>After becoming bar or bat mitzvah (son or daughter of the commandment) young people are considered responsible for their own decisions and actions.</p> <p>In Orthodox Jewish communities, boys become bar mitzvah at the age of 13 and the ceremony is often held on the Sabbath after their birthday.</p> <p>They prepare by learning about the religion in special classes and learning to read their portion of the Torah in Hebrew.</p> <p>Within the service a boy will read his portion at the bimah (raised platform) and often process around the synagogue with the scrolls.</p> <p>He will also often be given a tallit (prayer shawl) and tefillin – a black leather box containing text from the Jewish Bible.</p> <p>At the age of 12, a girl becomes bat mitzvah. She will also prepare for the day through classes and on the day she will make a speech about the portion of Torah being read on the day.</p> <p>These traditions are often different in non-orthodox Jewish communities.</p>	<p>Gather and select from pieces of information and bar and bat mitzvah to share my understanding of this important time.</p> <p>Suggest meanings for different actions and objects used during bar and bat mitzvah.</p> <p>Make links between the Jewish commandments and becoming bar or bat mitzvah.</p> <p>Describe what happens at bar and bat mitzvah, linking it to following commandments and becoming an adult.</p> <p>Ask questions and suggest answers that Jewish people might give to the significance of become bar or bat mitzvah.</p> <p>Describe how bar or bat mitzvah might feel to the young Jewish person, comparing it with the emotions of another rite of passage.</p> <p>Show that I understand how becoming bar or bat mitzvah might the life of a Jewish person.</p>	<p>Commandment Responsible Coming of age Childhood Adulthood Ceremony Sabbath Torah Jewish Bible Hebrew Synagogue Bimah Scroll Tallit Tefillin Orthodox Non-orthodox</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To identify milestones in our own and others' lives 2) To reflect upon the milestones in the life of a Jewish person 3) To ask questions about a bar and bat mitzvah and research the answers 4) To show my understanding of bar and bat mitzvahs 5) To creatively explore the significance of a tallit 				

	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: Relationships	<p>Jealousy is the feeling of wanting what somebody else has and feeling negatively about not having it.</p> <p>Jealousy is a natural emotion, but we should all reflect upon when we feel jealous and how to manage these feelings in a positive way.</p> <p>When we lose someone or something special to us, we can miss that person or thing. This is called grief.</p> <p>When we lose someone special in our lives, we can still do special things to remember and celebrate them.</p> <p>Friendships are not always fun – there will always be challenges and difficult times. Finding a situation difficult with someone does not mean they're no longer your friend.</p> <p>All friendships change over time. Sometimes we fall out with our friends – this is natural! What's important is trying to ensure we manage falling out in a positive way.</p> <p>There are lots of different types of digital media online with similarities and differences.</p>	<p>Identify and discuss how to handle a range of feelings, including jealousy.</p> <p>Reflect upon and discuss what it feels like to lose someone or something special to us.</p> <p>Explore different ways we can remember people in our lives who we have lost.</p> <p>Reflect upon and explore how to handle the challenges of friendship.</p> <p>Become confident in identifying the features of different types of digital media.</p> <p>Compare and contrast different types of digital media.</p>	<p>Jealousy Feelings Emotions Natural Normal Positive Negative Lose Grief Grieve Remember Celebrate Friendship Argument Falling out Disagreement Digital media Tabloid Broadsheet Similarity Difference</p>

	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To know how jealousy can affect relationships 2) To know how people feel when they lose something or someone special 3) To understand that we can remember people even if we no longer see them 4) To reflect on the challenges of friendship 5) To know that friendships change and reflect on how to managing falling out 6) Online safety: To reflect upon the different types of digital media (N1) 			
	<p>Su2: Changing Me</p>	<p>We are a mix of our birth parents – this means that some our appearance is inherited from them. It also means some of personality is inherited from them.</p> <p>Some of the traits we inherit are given to us at birth, others are learned as we grow up.</p> <p>Change is a normal part of life that can at times feel difficult.</p> <p>There are many ways we can help ourselves to deal with changes in life.</p> <p>Sometimes, we should actively try to change to improve our lives.</p> <p>Sometimes, change is out of our control. Even if we do not like it, we have to accept it and find ways to deal with it positively.</p> <p>There are several ways of checking whether the information we encounter online is correct or not – this is called verifying content.</p> <p>An echo chamber is a situation online (usually on social media) where people only communicate with people with the same beliefs and opinions as themselves.</p>	<p>Identify, discuss and celebrate how we are similar and different to other members of our family.</p> <p>Identify changes that occur in the natural world and changes in our own lives.</p> <p>Explore how we can cope with change.</p> <p>Identify changes that will improve our lives and explore how to make them happen.</p> <p>Become confident in verifying the truth of the information we encounter online.</p> <p>Discuss what echo chambers are, their risks and how to avoid them.</p>	<p>Parents Family Siblings Similarities Differences Appearance Personality Traits Change Normal Positive Negative Information Verify Echo chamber Opinion Belief True False</p>

		Echo chambers can be dangerous as they stop us from reflecting on our beliefs and opinions and thinking about different views.		
	Sequence of Lessons: 1) To understand that some of my appearance comes from my parents 2) To understand that some of my personality traits come from my parents 3) To understand the circle of change and how to deal with changes in our lives 4) To reflect upon how to make positive changes in my life 5) To identify changes that are out of my control and know how to accept them 6) Online safety: To explore how we can verify content and avoid echo chambers			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: Electronic Music	<p>Electronic music is the name given to music that mainly uses electronic instruments rather than acoustic instruments – electronic instruments need electrical power to produce sound.</p> <p>For the first electronic compositions, musicians often used equipment not intended for making music such as noise generators.</p> <p>A synthesizer is an electronic instrument that can make lots of different sounds. It is possible to change many elements of the sound they produce to create totally new sounds.</p> <p>A drum machine is an electronic instrument that provides a beat or rhythm for a song. The beat is programmed into the machine and will always remain in time.</p>	<p>Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>Talk about composition ideas and give some reasons why I chose to use some musical ideas and rejected others.</p> <p>When working with others, listen to and show respect for their work, ideas and suggestions.</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 (e.g. playing or singing), language, movement and other art forms, giving some reasons for these responses.</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>Electronic Acoustic Electronic music Composition Song Noise generator Synthesizer Pitch (high/low) Tone Filter Drum machine Rhythm Pulse Tempo Vocals Effects Reverb Delay Auto-tune</p>

There are many different electronic effects that can be added to vocals (or other elements of a composition) which change how they sound. For example, reverb and delay.

Sequence of Lessons:

- 1) To learn about early electronic music, the equipment used and experiment with this (Delia Derbyshire – Dr Who Theme)
- 2) To learn about synthesizers, how they changed electronic music and experiment with them (Wendy Carlos – Switched on Bach / Kraftwerk - Autobahn)
- 3) To learn about drum machines, how they changed electronic music and experiment with them (Afrika Bambaataa & The Soulsonic Force - Planet Rock)
- 4) To learn about vocal effects, how they changed electronic music and experiment with them (Cher – Do You Believe)
- 5) To review, compare and contrast the music we have listened to and think about my own composition

Su2: Electronic Music

With modern technology, it is possible to compose, record and listen to music entirely electronically.

There are lots of programmes or digital audio workstations (DAWs) available to produce music using computers, such as Garage Band.

When making electronic music, you can start with any element of the song, but many electronic musicians start with the drum beat.

When making an electronic drum beat, you need to think of the tempo, the pulse, the rhythmic pattern, the time signature and the sound of the drums.

A second element you can add is the bass line. This element is typically made using a deep sound and follows a simple, repeating melody.

A third element that can be added is a synthesizer melody. You can change the controls of the synthesizer to make totally new sounds. This would usually be a higher pitch than the bass line.

Use voice, instruments, sounds and technology in creative ways.

Sing with clear diction and mostly accurate tuning (within a suitable vocal range).

Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure

Write simple rhythms and melodies.

Talk about composition ideas and give some reasons why I chose to use some musical ideas and rejected others.

When working with others, listen to and show respect for their work, ideas and suggestions.

Listen carefully to live and recorded music from widening range of influences.

Communicate personal ideas, thoughts and feelings through simple musical demonstration (e.g. playing or singing), language, movement and other art forms, giving some reasons for these responses.

Make sensible comments about their own and others' work, suggesting ways to improve it.

Accept feedback and suggestions from others about my performances.

Electronic
Acoustic
Electronic music
Compose
Record
Listen
Programme
Software
DAW
Drum beat
Rhythm
Pattern
Tempo
Pulse
Time signature
Bass
Bass line
Pitch (high / low)
Vocals
Singing
Lyrics
Effects
Reverb
Delay
Appraise
Feedback
Positive
Negative
Suggestions

	<p>Vocals can be added to a piece of electronic music. Effects such as reverb and delay can be added to change how they sound.</p> <p>When we listen to others' music creations, it is important to give suggestions and feedback in a positive way.</p>			
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To write and programme a drum beat for my electronic composition 2) To write and programme a bass line for my electronic composition 3) To write and programme a synthesizer part for my electronic composition 4) To write, perform and add effects to vocals for my electronic composition 5) To share and appraise our electronic compositions 			
French	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: The Body</p> <p>Y3 to work on cycle 1: Food</p>	<p>The definite article is 'the'. An indefinite article is 'a' or 'an'.</p> <p>French nouns are either masculine or feminine or masculine – this affects the articles we use (le, la, un, une).</p> <p>When we talk about nouns that are plural, the article changes again (les, las)</p> <p>As in English, French verbs must 'agree' with the subject of the sentence.</p> <p>As in English, French using a range of different tenses, however, they are not all exactly the same.</p> <p>When talking about pain in French you use 'the' rather than 'my' to refer to the body part.</p>	<p>Be able to identify the gender of a noun from its article when listening and reading.</p> <p>Use the correct article with some common nouns when speaking and writing.</p> <p>Recite a simple French rhyme from memory, with some verbal or visual prompts.</p> <p>Describe things using simple adjectives.</p> <p>Frequently recognise and identify different subject pronouns when reading.</p>	<p>Article</p> <p>Definite article</p> <p>Indefinite article</p> <p>Gender</p> <p>Masculine</p> <p>Feminine</p> <p>Subject</p> <p>Object</p> <p>Tense</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Noun</p> <p>Verb</p> <p>Adjective</p> <p>French vocabulary about:</p> <p>The body</p> <p>The face</p> <p>The eyes</p> <p>The nose</p> <p>The cheek</p>

		Unlike in English, in French, adjectives usually come after nouns.		The ear The mouth The teeth A range of fairy tales
Sequence of Lessons: 1) To be able to talk about my facial features 2) To be able talk about what you are doing with your body 3) To be able to talk about where you are feeling pain 4) To be able to listen to and talk about a story 5) To be able to talk about where characters in a story live				
	Su2: Sport Y3 to work on cycle 1: At School	<p>To play (jouer) is always followed by the preposition 'à' if the sport is feminine. If the sport is masculine, it is followed by 'au'.</p> <p>When asking and answering a question in French, the verb might change to a different form.</p> <p>Sometimes masculine words (for example, a referee – un arbitre) are used in the same form when describing females.</p> <p>As in English, in French, sometimes we join together words with an apostrophe.</p> <p>Many words (such as those for sports) are often similar in French and English.</p>	<p>Identify the gender of a noun in a sentence when listening to it.</p> <p>Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play.</p> <p>Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words.</p> <p>Follow a model to write sentences in the first person using common verbs.</p> <p>Become increasingly confident in recognising and understanding French sentences with different word orders.</p>	Gender Masculine Feminine Noun Verb Adjective Sentence Dictionary Bilingual Familiar Unfamiliar French vocabulary about: Sports Likes Dislikes Sports locations Sports equipment Playing
Sequence of Lessons: 1) To talk about sports that you play 2) To ask and answer questions about the sports you enjoy 3) To be able to talk about what we would find at a football stadium 4) To be able to talk about what we would find at a tennis match 5) To ask and answer questions about the sports you can and cannot play				