

Year 3/4 – Cycle 1 - Summer

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Plants</p> <p>End Point: By the end of this unit of work, children will have developed their understanding of how plants grow and function. They will have set up and carried out an experiment to test what plants need for life and growth, observing and recording their findings. Children will be able to identify and describe the functions of key parts of flowering plants, such as roots, stems, leaves, and flowers. They will have investigated how water moves through a plant and explored the role of flowers in the plant life cycle, including pollination, seed formation, and dispersal.</p>	<p>L1: Like other living things, plants need certain things to survive and grow. We can investigate what these things are by growing plants in different conditions and observing which ones survive and grow to be the largest.</p> <p>L2: The different parts of plants perform different functions (jobs). The roots anchor the plant in the ground and absorb water; the stem supports the plant and carries water and nutrients; the leaves make food for the plant out of sunlight air and water; the flowers help plants to reproduce by attracting insects and birds.</p> <p>L3: Plants need water to grow, make food, and stay strong. Plants take in water from the soil through their roots. The roots act like straws, sucking up water from the ground. After the roots collect water, it travels up the stem. The stem works like a set of tiny tubes carrying water to the rest of the plant.</p> <p>L4: Flowers help plants make seeds so new plants can grow. Pollination happens when pollen (a fine, dusty powder) moves from one flower to another. This helps the plant start making seeds.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>NC: Relevant Working Scientifically Skills</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>L1: Plant Living Survive Grow Conditions Observing</p> <p>L2: Functions Roots Water Absorb Stem Water Nutrients Leaves Food Flowers Reproduce Attract Insects Birds</p> <p>L3: Water Grow Survive Food Soil Stem</p> <p>L4: Flowers Pollination</p>

		<p>Bees, butterflies, birds, and even the wind can carry pollen from flower to flower. These helpers are called pollinators. Bright colours, sweet smells, and tasty nectar attract pollinators. After pollination, parts of the flower change. The pollen helps the flower make seeds inside a part called the ovary. Sometimes the ovary grows into a fruit, like an apple or a pea pod. The fruit protects the seeds inside. Seeds need to travel away from the parent plant to grow into new plants. This is called seed dispersal. Seeds can be dispersed by wind, animals, water or even explosion. When a seed lands in the right place, it can begin to grow.</p> <p>L5: Plants need a number of things to survive and grow: water, air, light, nutrients from the soil and room to grow. If they don't have enough of one of these things, they may struggle to grow or die.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Learning Like an Expert Skills:</p> <p>Making predictions about what they think will happen.</p> <p>Planning, setting up and conducting fair tests.</p> <p>Observing and measuring.</p> <p>Recording and analysing data.</p> <p>Drawing conclusions.</p> <p>Reporting findings.</p>	<p>Seeds Pollinators Ovary Fruit Dispersal Animals Wind Water Explosion</p> <p>L5: Survive Life Growth Water Air Soil</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To set up an experiment to test what plants require for life and growth 2) To be able to identify and describe the functions of different parts of flowering plants 3) To investigate how water is transported in plants 4) To understand the role flowers play in the life cycle of flowering plants 5) To complete my experiment to test what plants require for life and growth <p>NB: Both lessons 1 and 5 involve the same experiment. Over the course of the half-term, pupils should grow plants in different conditions to identify what factors help them survive and grow the most successfully. Pupils can make weekly or daily observations and record these as data.</p> <p>NB: In lesson 3, pupils can observe how water is transported in a plant by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>				

	<p>Su2: Rocks</p> <p>End Point:</p> <p>By the end of this unit of work, children will have developed their understanding of rocks, soils, and fossils. They will be able to identify and describe different types of rocks, including igneous, sedimentary, and metamorphic, explaining how each type is formed. Children will understand how fossils are created through the gradual replacement of plant or animal remains by minerals within sedimentary rock. They will be able to describe what soil is made of and recognise that different soils have different properties. Through practical investigations, children will explore the permeability of soil, observing how water drains through different types and discussing how this affects plant growth and land use.</p>	<p>L1: The three main types of rocks are igneous, sedimentary, and metamorphic, and they can be identified by their texture, colour, and hardness.</p> <p>Igneous rocks (e.g., granite) are formed from cooled lava or magma, sedimentary rocks (e.g., sandstone) are made from layers of compacted sediment, and metamorphic rocks (e.g., marble) are formed when existing rocks are changed by heat and pressure.</p> <p>L2: Igneous rocks form when molten rock (lava or magma) cools and hardens. Extrusive igneous rocks (e.g., basalt) cool quickly on the Earth's surface, while intrusive igneous rocks (e.g., granite) cool slowly underground, forming large crystals.</p> <p>Sedimentary rocks are created when layers of sand, mud, and small stones are pressed together over millions of years. Some may contain fossils from plants and animals trapped in the layers.</p> <p>Metamorphic rocks are formed when existing rocks are heated or squeezed under high pressure, changing their structure. For example, limestone changes into marble.</p> <p>L3: Fossils are the preserved remains or traces of living things that lived millions of years ago. They are often found in sedimentary rocks.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>NC: Relevant Working Scientifically Skills</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>L1: Rock Igneous Sedimentary Metamorphic Texture Crystal</p> <p>L2: Magma Lava Erosion Compact Pressure</p> <p>L3: Fossil Sediment Mineral Preservation Palaeontology</p> <p>L4: Soil Particles Clay Sand Silt</p> <p>L5: Experiment Prediction Permeability Absorption Drainage Moisture</p>
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Fossil formation happens when an animal or plant is buried under layers of sediment. Over time, the soft parts decay, but the hard parts (like bones or shells) are replaced by minerals, turning them into rock.

Fossils help scientists learn about ancient animals, plants, and environments.

L4:

Soil is made from a mixture of tiny rock particles, organic matter (decayed plants and animals, called humus), air, and water.

Different types of soil contain different amounts of sand, silt, and clay, which affect how the soil feels and how well it holds water.

L5:

Permeability is how quickly water can pass through soil. Soils with large particles, like sandy soil, are highly permeable, meaning water drains through them quickly.

Clay soil, which has tiny particles, holds water for longer because it has very small spaces between the particles.

Testing permeability by pouring water through different types of soil helps us understand which soils are better for growing plants or for building foundations.

Use straightforward scientific evidence to answer questions or to support their findings.

Learning Like an Expert Skills:

Researching the history of science and scientific discoveries.

Making predictions about what they think will happen.

Planning, setting up and conducting fair tests.

Observing and measuring.

Identifying and classifying.

Recording and analysing data.

Drawing conclusions.

Reporting findings.

	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To be able to identify and describe different types of rocks 2) To understand how different types of rocks are formed 3) To understand how fossils are formed 4) To understand what soil is made of 5) To investigate the permeability of soil 			
History	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>The Plague End Point: By the end of this unit of work, children will have gained an understanding of the Plague, its causes, how it spread, and the different ways people tried to stop it. They will have explored the unique response of the village of Eyam, learning about the sacrifices the villagers made to protect others. Children will also have compared the historical Plague with the modern COVID-19 pandemic, reflecting on similarities and differences in how diseases spread and how societies responded. This will help them understand the impact of pandemics on both local communities and the wider world.</p>	<p>L1: The Plague, also known as the Black Death, was a deadly disease carried by fleas which lived on rats. The fleas bit people and passed the plague on to them.</p> <p>People became very ill, with symptoms like fever, swollen lumps (<i>buboes</i>), and blackened skin. Most people died once they became ill. Many people were afraid and fled to try and escape the plague.</p> <p>There were many outbreaks of the plague during the past. The outbreak we are focussing on took place between 1665-1666 during the Stuart period.</p> <p>L2: The Plague happened before many modern medical treatments existed. People did not understand how diseases spread or appreciate the importance of hygiene.</p> <p>People who were sick were shut inside their homes, which were marked with a red cross and the words '<i>Lord have mercy upon us</i>'.</p>	<p>Create timelines for a topic using dates accurately.</p> <p>Understand that timelines may focus on a specific place as well as era (e.g. a time line of Britain).</p> <p>Explore differences between the lives of people living at the same time.</p> <p>Explore changes at a local, national and international level.</p> <p>Investigate and give reasons for events in the past.</p> <p>Describe the effects of events in the past within an era.</p> <p>Answer questions about how and why events and people from the past are significant.</p> <p>Begin to express opinions about the significance of people and events from the past.</p> <p>Use a wide range of sources (written, visual or oral) to learn more about the past.</p>	<p>L1: The Plague / Back Death Disease Contagious Fleas Symptoms Outbreak Infection</p> <p>L2: Treatment Superstitious Hygiene Quarantine Plague doctor Posies</p> <p>L3: Eyam Village Contaminated Boundary Isolation Trade</p> <p>L4: Population The Great Fire of London Immunity Trade / economy</p>

		<p>Local authorities ordered the streets to be cleaned, and dead animals to be removed to reduce bad smells.</p> <p>Plague doctors wore long cloaks, gloves, and masks with beak-like noses filled with herbs to protect them from 'bad air'. The herbs were thought to ward off the disease.</p> <p>People carried <i>posies</i> (small bunches of flowers) or <i>pomanders</i> (perfumed balls) to ward off bad smells.</p> <p>Theatres, markets, and other places where people gathered were closed to stop the spread of infection. Travel between towns and cities was restricted.</p> <p><u>L3:</u> In 1665, a cloth contaminated with fleas carrying the Plague arrived in Eyam from London. When villagers began to get sick, local church leaders and the village's rector, Reverend William Mompesson, made a difficult decision to isolate the village to stop the Plague spreading to nearby areas.</p> <p>The villagers voluntarily agreed to stay inside the village, despite knowing it meant many would likely die. They created a boundary around the village and used the nearby village of Stoney Middleton as a place to leave goods. Money was exchanged in wells or on rocks to prevent contact with others.</p> <p>Most of the population died, but the Plague did not spread to other areas.</p>	<p>Begin to understand and be aware of the difference between primary and secondary sources.</p> <p>Present, communicate and organise ideas about the past including simple written narratives or accounts.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Source analysis.</p> <p>Chronological thinking.</p> <p>Cause and effect.</p> <p>Change and continuity.</p> <p>Compare and contrast.</p> <p>Historical significance.</p> <p>Historical interpretations.</p>	<p>Sanitation</p> <p><u>L5:</u> Similarity Difference Hygiene Travel Medicine Vaccine Unemployment</p>
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Eyam is still remembered today for its actions in this period.

L4:

The plague gradually began to fade in 1666. This was down to a number of reasons:

Cold weather killed the fleas that were spreading the plague. Quarantines helped to prevent the disease spreading. People began to develop natural immunity. The Great Fire of London cleared many rat-infested areas of the capital.

The plague had a huge impact on Britain. Nearly a quarter of the population died; trade slowed down and there weren't enough workers to complete jobs and people could ask for higher wages; people became more aware of the importance of sanitation and clean water.

L5:

There are many similarities and differences with The Plague and Covid 19. The Plague spread quickly because of poor hygiene and a misunderstanding of disease. Covid 19 spread quickly because of international travel and large populations.

In both pandemics, isolation and quarantine were used to prevent the spread. However, Covid 19 could be treated with modern medicines and a vaccine was quickly developed.

Both pandemics scared people and restricted their lives. People had to stop

		working in both periods and this affected businesses and created unemployment.		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To recognise what the plague was and how it affected people 2) To understand the different ways that people tried to stop the plague spreading 3) To investigate how the village of Eyam responded to the plague 4) To investigate how the plague ended and the impact it had on Britain 5) To compare the plague with a modern pandemic (Covid 19) <p>Enquiry question: What did the people of Eyam do differently during the Plague?</p>			
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Farms and Food</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will understand the key factors that influence the types of food produced in the UK, including climate, soil, and landscape. They will explore how farms around the world supply food to the UK and how seasonal changes impact the availability of fruit and vegetables. Pupils will investigate how farming methods have evolved over time, from traditional techniques to modern technology, and consider the environmental impact of farming, including food transportation and sustainable practices.</p>	<p>L1:</p> <p>A farm is a place where food is produced. This can be fruit, vegetables or livestock (animals).</p> <p>The type of food that can be produced depends on a number of factors: the climate, the altitude, the type of soil and the landscape (hills, mountains, rivers and lakes etc.)</p> <p>In the UK, the west of the country is usually wetter and this is where dairy farming often takes place; hilly areas in the north are often used for grazing sheep and areas in the east with nutrient rich soil are often used to grow crops.</p> <p>L2:</p> <p>As many plants require lots of heat and sunlight to be grown, they cannot be grown in the UK. Due to this, they are imported into the country. We can tell</p>	<p>Be able to name and locate counties and cities of the United Kingdom and state their geographical region.</p> <p>Be able to name and locate world countries including those in Europe and The Americas using maps.</p> <p>Be able to identify the position of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.</p> <p>Begin to compare the human and physical differences of a region of the United Kingdom.</p> <p>Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key.</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>L1:</p> <p>Farm Farmer Fruit Vegetables Livestock Factor Climate Altitude Landscape Soil Nutrient</p> <p>L2:</p> <p>Heat Sunlight Imported Packaging</p> <p>L3:</p> <p>Seasons Weather pattern Ripe Equator</p>

where something has been grown by reading the packaging.

Food grown outside the UK has to be transported here – to do this, it is often frozen to keep it fresh.

L3:
The four seasons in the UK bring different weather patterns. This affects what can be grown here and what is ready (ripe) for eating. For example, tomatoes grow in the summer and cabbages grow in the autumn.

In countries closer to the equator, the weather is similar all year round – this means that some plants can always be grown.

L4:
Farming in the UK has changed dramatically over time, from traditional hand tools and horse-drawn ploughs to modern machines, tractors, and technology. The Industrial Revolution introduced mechanical equipment, increasing food production and reducing the need for farm workers. In the 20th century, fertilisers, pesticides, and large-scale farming further boosted yields.

L5:
Farming can have both positive and negative effects on the environment. Large-scale farming can lead to deforestation, soil erosion, and loss of wildlife habitats, while fertilisers and pesticides can pollute rivers and harm ecosystems. The transportation of food from other countries adds to carbon emissions, contributing to climate

Recognise some patterns on maps and begin to explain what they show.

Give maps a title to show their purpose.

Use thematic maps.

Use simple grids.

Give direction instructions up to 8 cardinal points.

Learning Like an Expert Skills:

Using and creating maps.

Making links and developing arguments.

Drawing conclusions.

L4:
Traditional
Hand tools
Ploughs
Tractors
Industrial revolution
Fertiliser
Pesticide
Yields

L5:
Environment
Deforestation
Soil erosion
Habitat / ecosystem
Fertiliser
Pesticide
Transportation
Pollution
Sustainable
Crop-rotation
Organic

		change. However, sustainable farming methods, such as crop rotation, organic farming, and reducing food miles by eating locally grown produce, can help protect the environment and support biodiversity.		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the factors that affect the type of food produced in the UK 2) To investigate the types of food we consume from farms around the world (Enquiry question: Where does the food we eat come from and why?) 3) To investigate how seasonal change affects the types of fruit and vegetables that are produced 4) To investigate how farming in the UK has changed over time 5) To understand how farming can affect the environment <p>Useful resource:</p> <p>L1) https://www.bbc.co.uk/bitesize/articles/z4xsf82#zc44kty</p> <p>L2) https://www.bbc.co.uk/bitesize/articles/z3xjtcw#zrpv8p3</p> <p>L3) https://www.bbc.co.uk/bitesize/articles/zb23p4j#zy99qyc</p> <p>L4) https://www.bbc.co.uk/bitesize/articles/z97qqfr</p> <p>L5) https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/farms-and-factories-where-does-our-food-come-from/lessons/food-and-climate-change?sid-848a64=NaF9OjQBGo&sm=0&src=4#lesson-details</p> <p>https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/natural-resources-what-are-they-where-are-they-found-why-are-they-important/lessons/global-food-production-and-its-impacts?sid-592217=XLdYoC_RcD&sm=0&src=4</p>			
DT	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Light Boxes</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have evaluated different light box designs, identifying key features and strengths. They will develop their skills in creating series circuits to support their final design. Using a set of design criteria, they will plan, construct, and refine their own light box, applying their</p>	<p>L1:</p> <p>The invention of electricity was a world-changing moment that revolutionised the way people lived their lives.</p> <p>Many designers use electricity in their products. Light boxes are decorative items which are used to make areas more attractive. They are often used to display images or messages that are illuminated by a light behind a transparent screen.</p>	<p>Consider their own needs and research the needs of others through discussion.</p> <p>Develop design criteria for a product when working with others.</p> <p>Generate a number of initial ideas which include information about materials to be used.</p> <p>Develop and communicate these ideas through annotated diagrams, templates and</p>	<p>L1:</p> <p>Electricity Revolutionised Light box Decorative Attractive Screen Transparent</p> <p>L2:</p> <p>Circuit Series</p>

<p>knowledge of materials and electrical components. Finally, they will evaluate their finished product, considering its effectiveness and areas for improvement.</p>	<p>L2: A series circuit is a simple electrical circuit in which the components are organised in one loop. The circuit for a lightbox will require a cell (power supply) a bulb and potentially a switch to turn it on and off.</p> <p>L3: A set of design criteria are a list of things that a design should achieve or be able to do. Designers use these to plan their products.</p> <p>L4: When we construct a product, it's important that we follow our plans to make sure that we can achieve everything that we set out to do.</p> <p>L5: When we finish making a product, it's important to evaluate it by using the design criteria to see what we have achieved and what we could do to improve.</p>	<p>mock-ups providing some information about how their product will work.</p> <p>Develop an ordered plan for the steps they will take to create their product.</p> <p>Choose tools and utensils independently. Make measurements independently with some level of accuracy (nearest cm).</p> <p>Select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>Independently cut and score materials with increasing accuracy.</p> <p>Join and combine materials with increasing accuracy selecting the adhesives they will use.</p> <p>Add colour and simple patterns to finish their products considering their choices in terms of the target audience.</p> <p>Explore and evaluate existing products in relation to their purposes and whether they are well-designed.</p> <p>Name and describe the materials that a product is made from and offer some reasons why.</p> <p>Evaluate their products against more detailed design criteria giving reasons for their thoughts and suggesting improvements.</p> <p>Understand the iterative process and that this sometimes requires repeating stages of the design cycle.</p> <p>Begin to understand that key events and individuals have shaped the development of design and technology.</p>	<p>Components Cell / battery / power supply Bulb Switch</p> <p>L3: Design criteria Plan Ideas Annotate</p> <p>L4: Construct Follow Equipment Method</p> <p>L5: Evaluate Design criteria Achieved Improvements</p>
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	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To evaluate and appraise a number of different light box designs 2) To learn and practise a key skill for my final design (series circuits) 3) To plan my final design using a set of design criteria 4) To begin to make my final design 5) To finish and evaluate my final design 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Abstract Block Printing – Hilma af Klint</p> <p>End Point: By the end of this unit of work, pupils will</p>	<p><u>L1:</u> Hilma af Klint was creating abstract art before famous artists like Kandinsky and Mondrian, but her work remained largely unseen until 40 years after her death.</p>	<p>Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time.</p>	<p><u>L1:</u> Abstract Symbolism Composition Spiritual Geometric</p>

	<p>have developed an understanding of Hilma af Klint’s artwork, recognising her use of colour, shape, and symbolism. They will have gained practical experience in block printing, learning how to engrave designs into Styrofoam and create prints using paint. Through planning, experimenting, and refining their ideas, they will produce a final printed piece inspired by af Klint’s work. Finally, they will evaluate their own artwork, reflecting on their choices and considering how they might improve or develop their skills further.</p>	<p>She believed her paintings communicated spiritual ideas and were inspired by nature, science, and geometry.</p> <p>L2: Block printing is one of the oldest forms of printmaking, dating back over 2,000 years to ancient China.</p> <p>When printing, the areas that are carved away do not pick up ink or paint, so the design appears in reverse when printed.</p> <p>L3: Hilma af Klint used colours symbolically—for example, yellow represented masculinity, blue represented femininity, and pink represented love.</p> <p>She often used circles and spirals to represent energy, growth, and the universe.</p> <p>L4: When carving a printing block, it’s important to think about negative space—where the paint <i>won’t</i> go.</p> <p>L5: Artists evaluate their work to see what went well and what they might improve next time—it’s an important part of developing skills.</p>	<p>Learn about and explain the work of a range of artists, the ways in which they have created art and key details from their life stories.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including some annotations about their feelings towards their work and some basic features of it including colour, line and shape.</p> <p>Understand and explain why learning new skills is an important part of the artistic process and make simple comments about how their own skills are developing.</p> <p>Develop a plan for a final piece based on 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>Use the primary colours to mix secondary colours using a colour wheel to inform their choices.</p> <p>Use white to lighten some colours or a complementary colour to darken.</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 printing is a quick way of repeating an image or pattern which can be done in many ways.</p> <p>Create simple block prints using wood and foam.</p>	<p>Colour Shape Opinion</p> <p>L2: Printmaking Engrave Surface Reverse Texture</p> <p>L3: Design Contrast Harmony Form Colour Primary Secondary Palette</p> <p>L4: Carve Negative Space Relief Precision Layer</p> <p>L5: Evaluate Technique Outcome Refinement Process</p>
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Com			<p>Repeat a pattern using block printing, experimenting with different combinations of colour.</p> <p>Discuss and write evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences. with reasons based on colour, line and shape.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Analyse, interpret and appraise the work of other artists.</p> <p>Study the history of art and important changes over time.</p> <p>Practise, develop and refine new skills, techniques and materials in sketch books.</p> <p>Make plans and prototypes before creating a final piece.</p> <p>Exhibit their final pieces and discuss their work with others.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To describe, evaluate and appraise the work of Hilma af Klint 2) To practise block printing 3) To make a series of plans for my final piece, considering colour and form 4) To create my printing blocks 5) To print with my blocks and evaluate my final piece <p>NB: In this unit of work, pupils should use Styrofoam to create their printing block (https://www.artbarblog.com/styrofoam-printing-kids/)</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts

<p>Su1: Desktop Publishing</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will be able to use desktop publishing tools to create and design documents with text and images. They will understand how to choose appropriate layouts, fonts, and colours for different purposes, and how to add and edit content such as text and images. Pupils will also recognise the role of an editorial designer and demonstrate their ability to create templates and organise information effectively.</p>	<p>L1: Text and images need to be used carefully to communicate messages clearly. There are both advantages and disadvantages of using text, images and emojis to communicate messages online.</p> <p>L2: Desktop publishing allows text and images to be arranged carefully to create effective documents. Font size, colour, and type affect how a message is communicated. The Return, Backspace, and Shift keys help with typing, and content can be rearranged on a page.</p> <p>L3: An editorial designer arranges content in a clear and effective way. Templates, orientation, and placeholders help create and organise designs.</p> <p>L4: Using copy and paste allows us to easily move text and images. We can also move text and images around to help us find an ideal layout.</p> <p>L5: Different types of text, such as letters and newspapers, use different ways of organising information on a page. Publishing software often has a set of pre-made layouts to help us with this.</p>	<p>Explain the difference between text and images.</p> <p>Recognise that text and images can communicate messages clearly.</p> <p>Identify the advantages and disadvantages of using text and images.</p> <p>Use emojis respectfully online.</p> <p>Change font style, size, and colours for a given purpose.</p> <p>Edit text.</p> <p>Explain that text can be changed to communicate more clearly.</p> <p>Explain what 'page orientation' means.</p> <p>Recognise placeholders and understand why they are important.</p> <p>Create a template for a particular purpose.</p> <p>Choose the best locations for content.</p> <p>Paste text and images to create a magazine cover.</p> <p>Make changes to content after it's been added.</p> <p>Identify different layouts.</p> <p>Match a layout to a purpose.</p> <p>Choose a suitable layout for a given purpose.</p> <p>Learning Like an Expert Skills:</p>	<p>L1: Text Images Emojis Communication Online</p> <p>L2: Desktop publishing Font Size Colour Rearrange</p> <p>L3: Editorial designer Template Orientation Placeholder Magazine</p> <p>L4: Content Copy Paste Search Canva</p> <p>L5: Layout Purpose Design Newspaper Letter</p>
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			<p>Use and experiment with computer programs and systems.</p> <p>Collaborate with other computer scientists.</p> <p>Take steps and precautions to remain safe online.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To recognise how text and images convey information 2) To recognise that text and layout can be edited 3) To choose appropriate page settings 4) To add content to a desktop publishing publication 5) To consider how different layouts can suit different purposes 				
	<p>Su2: Events and Actions</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will be able to use Scratch to create and control sprites through events and actions. They will understand how to programme movement in different directions, use the Pen extension to draw, and debug programs to identify and fix errors. Pupils will also be able to develop and extend their projects by selecting and using appropriate programming blocks.</p>	<p>L1: Sprites in Scratch can be moved using 'events'. Events control when actions happen in a program. Multiple sprites can be controlled in the same project.</p> <p>L2: A sprite can be programmed to move in four directions: up, down, left, and right. The size of the sprite can be adjusted to fit with a given background. Code can be created to move the sprite in one direction and then modified for all four directions. A project can be extended to show that the sprite has successfully navigated a maze.</p> <p>L3: The Pen extension in Scratch allows sprites to draw lines using the 'pen down' block. Movement code can be used to control where the sprite draws. The setup of a project can be organised to run in a specific way each time.</p> <p>L4:</p>	<p>Explain the relationship between an event and an action.</p> <p>Choose which keys to use for actions and explain the choices.</p> <p>Identify ways to improve a program.</p> <p>Choose a character for the project.</p> <p>Choose a suitable size for a character in a maze.</p> <p>Program movement.</p> <p>Use a programming extension.</p> <p>Consider the real world when making design choices.</p> <p>Choose blocks to set up a program.</p> <p>Identify additional features from a given set of blocks.</p> <p>Choose suitable keys to turn on additional features.</p>	<p>L1: Event Action Sprite Movement Control</p> <p>L2: Direction Code Sprite Background Maze</p> <p>L3: Extension Pen Block Draw Setup</p> <p>L4: Predict Experiment Feature Modify Test</p>

	<p>Additional Pen blocks can be used to control drawing in Scratch. New blocks can be predicted and experimented with to understand their functions. Features can be designed and added to projects, then tested for effectiveness.</p> <p>L5: Debugging is the process of identifying and fixing errors in a program. Bugs can be found by comparing a project to a given design. Errors can be corrected to improve the project. New setup blocks can be used to further develop the project.</p>	<p>Build more sequences of commands to make the design work.</p> <p>Test a program against a given design.</p> <p>Match a piece of code to an outcome.</p> <p>Modify a program using a design.</p> <p>Learning Like an Expert Skills:</p> <p>Use and experiment with computer programs and systems.</p> <p>Make changes to code created by others.</p> <p>Design and create their own programs by writing code.</p> <p>Test their programs, identify bugs and debug these.</p> <p>Collaborate with other computer scientists</p>	<p>L5: Debug Bug Error Design Setup</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain how a sprite moves in an existing project 2) To create a program to move a sprite in four directions 3) To adapt a program to a new context 4) To develop my program by adding features 5) To identify and fix bugs in a program 			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Su1: Class Teacher: Fitness</p> <p>End Point:</p> <p>In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.</p>	<p>L1: Being fit means our bodies are strong and healthy. When we're fit, we have more energy to do fun things like play games with friends, run around at the park, or even just go for a walk with family.</p> <p>Balance helps us with everyday tasks like getting dressed.</p> <p>L2: Co-ordination helps us with everyday tasks like tying shoelaces.</p> <p>L3: When completing strength activities, they need to be performed slowly and with control to help you to stay safe.</p> <p>L4: Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.</p> <p>L5: Agility helps us with everyday tasks like completing chores faster.</p> <p>L6: Stamina helps us in other life activities like playing games.</p>	<p>Go slower or stop and then go again when tired.</p> <p>Lean forward to speed up.</p> <p>Persevere when facing a challenge.</p> <p>Take small steps to change direction.</p> <p>Work safely with others.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Understand that there are different areas of fitness.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Observe other professionals performing at a high level.</p> <p>Practise key skills repeatedly.</p> <p>Train to improve their general fitness.</p> <p>Receive feedback from coaches.</p> <p>Study and evaluate their own performances</p>	<p>L1: Balance Stability Posture Control</p> <p>L2: Co-ordination Movement Timing Integration</p> <p>L3: Strength Muscles Power Endurance</p> <p>L4: Speed Quickness Reaction Pace</p> <p>L5: Agility Flexibility Movement Adaptability</p> <p>L6: Stamina Endurance Energy Persistence</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand how balance helps us in everyday life 2) To understand how co-ordination helps us in everyday life 3) To understand how strength helps us in everyday life 4) To understand how speed helps us in everyday life 5) To understand how agility helps us in everyday life 6) To understand how stamina helps us in everyday life 			

	<p>Su1: PE Specialist: Tennis</p> <p>End Point:</p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>L1: To develop racket and ball control – A ready position with knees slightly bent and racket in front helps with balance and quick reactions.</p> <p>L2: To explore rallying using a forehand – The forehand grip, holding the racket like shaking hands, helps control the ball and generate power.</p> <p>L3: To explore returning the ball using a forehand – Keeping eyes on the ball and making contact in front of the body improves accuracy and control.</p> <p>L4: To explore returning the ball using a backhand – A two-handed backhand can give more control and stability when returning the ball.</p> <p>L5: To learn how to score and use simple rules – A point is won when the opponent cannot return the ball inside the court after one bounce.</p> <p>L6: To work co-operatively with others to begin to manage a game – Players should call the score before each serve and take turns fairly to ensure a smooth game.</p>	<p>Point the racket face where you want the ball to go and turn your body to help you to hit accurately.</p> <p>Hit towards your partner to help them to return the ball easier and keep the rally going.</p> <p>Move to the middle of the court to cover the most space.</p> <p>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Know the rules of the game and begin to apply them.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Observe other professionals performing at a high level.</p> <p>Practise key skills repeatedly.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Receive feedback from coaches.</p> <p>Ensure that they behave in a fair and respectful way when competing.</p> <p>Study and evaluate their own performances.</p>	<p>L1: Racket Balance Control</p> <p>L2: Forehand Grip Rally</p> <p>L3: Contact point Accuracy Follow-through</p> <p>L4: Backhand Stance Two-handed</p> <p>L5: Point Bounce Serve</p> <p>L5: Fair play Turn-taking Communication</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop racket and ball control 2) To explore rallying using a forehand 3) To explore returning the ball using a forehand 4) To explore returning the ball using a backhand 			

- 5) To learn how to score and use simple rules
- 6) To work co-operatively with others to begin to manage a game

Su2: Class Teacher: Athletics
End Point:

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

L1:
 Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

L2:
 Relay events are team-based races. When changing over it is important to pass the baton to your team mate carefully to avoid dropping it and slowing down.

L3:
 If you jump and land quickly it will help you to jump further.

L4:
 We can throw for distance, which means aiming to throw something as far as possible, or, throw for accuracy, which means throwing something as close as possible to a target.

L5:
 The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

L6:
 Officiating means acting as a referee or judge. In athletics, these roles often involve taking measurements.

Develop jumping for distance.

Recognise when a jump is successful.

Take part in a relay activity, remembering when to run and what to do.

Throw a variety of objects, adjusting technique for accuracy and distance.

Use different take-offs and landings when jumping.

Apply key points to improve sprinting technique.

Work with a partner and in a small group, sharing ideas.

Show determination to achieve a personal best.

Learning Like an Expert Skills:

Observe other professionals performing at a high level.

Practise key skills repeatedly.

Train to improve their general fitness.

Receive feedback from coaches.

Study and evaluate their own performances

L1:
 Sprint
 Stride
 Power
 Personal Best

L2:
 Relay
 Baton
 Changeover
 Timing

L3:
 Take-Off
 Landing
 Momentum
 Approach

L4:
 Aim
 Follow-Through
 Power
 Target

L5:
 Pull Throw
 Extension
 Trajectory
 Distance

L6:
 Officiate
 Rules
 Judging
 Performance

	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop the sprinting technique and improve on your personal best 2) To develop changeover technique in relay events 3) To develop jumping technique in a range of approaches and take off positions 4) To develop throwing for distance and accuracy 5) To develop throwing for distance in a pull throw 6) To develop officiating and performing skills 			
	<p>Su2: PE Specialist: Rounders</p> <p>End Point:</p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>L1: Holding the racket with a relaxed grip helps with better control and movement.</p> <p>L2: Swinging low to high with the forehand creates more control and power in the shot.</p> <p>L3: Stepping forward with the opposite foot to the hitting hand helps with balance and accuracy.</p> <p>L4: Turning the shoulders before swinging helps generate power and keep the shot controlled.</p> <p>L5: A point is won if the ball bounces twice before the opponent can return it.</p> <p>L6: Taking turns to serve and calling the score fairly helps the game run smoothly.</p>	<p>Learn the rules of the game and begin to use them to play fairly.</p> <p>Provide feedback using key words.</p> <p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Recognise the aim of the game.</p> <p>Understand the benefits of exercise.</p> <p>Work cooperatively with a group to self-manage games.</p> <p>Learning Like an Expert Skills:</p> <p>Observe other professionals performing at a high level.</p> <p>Practise key skills repeatedly.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Receive feedback from coaches.</p> <p>Ensure that they behave in a fair and respectful way when competing.</p> <p>Study and evaluate their own performances.</p>	<p>L1: Grip Control Bounce Contact</p> <p>L2: Forehand Swing Follow-Through Rally</p> <p>L3: Accuracy Timing Footwork Opposite Foot</p> <p>L4: Backhand Shoulder Turn Two-Handed Balance</p> <p>L5: Point Serve Bounce Opponent</p> <p>L6: Turn-Taking Fair Play</p>

				Communication Score
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop racket and ball control 2) To explore rallying using a forehand 3) To explore returning the ball using a forehand 4) To explore returning the ball using a backhand 5) To learn how to score and use simple rules 6) To work co-operatively with others to begin to manage a game 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: How do festivals and worship show what matters to a Muslim?</p> <p>End Point: By the end of this unit of work, pupils will have developed an understanding of key Islamic beliefs about God as expressed in Surah 1 of the Qur'an. They will know how and why Muslims pray, fast during Ramadan, and celebrate important religious events such as the Night of Power and Eid-ul-Fitr. Pupils will be able to explain how these acts of worship and festivals reflect what matters most to Muslims in their faith and daily lives.</p>	<p>L1: Surah 1 of the Qur'an is called Al-Fatihah and is an important prayer that praises God. Muslims believe in one God (Allah), who is merciful and guides them on the right path. Al-Fatihah is recited in every prayer and reminds Muslims to follow God's way.</p> <p>L2: Muslims pray five times a day, facing Mecca, as part of their daily worship. Prayers (Salah) include set movements (rak'ahs) and verses from the Qur'an. Before praying, Muslims perform wudu (washing) to show cleanliness and respect for God.</p> <p>L3: During Ramadan, Muslims fast from dawn to sunset, meaning they do not eat or drink during daylight hours. Fasting is a way to show devotion to God, develop self-control, and remember those in need. The fast is</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>L1: Qur'an Surah Al-Fatihah Allah Merciful</p> <p>L2: Salah Wudu Rak'ah Mosque Mecca</p> <p>L3: Ramadan Fasting Iftar Suhoor Self-discipline</p> <p>L4: Laylat al-Qadr Revelation Prophet Muhammad</p>

		<p>broken each day with a meal called Iftar, often starting with dates and water.</p> <p>L4: The Night of Power (Laylat al-Qadr) marks when Muslims believe the Qur'an was first revealed to Prophet Muhammad. It is one of the most special nights in Ramadan, and Muslims pray for God's guidance and forgiveness. Many Muslims stay awake, praying and reading the Qur'an, as they believe good deeds on this night bring great rewards.</p> <p>L5: Eid-ul-Fitr is a festival that celebrates the end of Ramadan and is a time of joy and thanksgiving. Muslims wear new or special clothes, give to charity (Zakat-ul-Fitr), and pray together at the mosque. Families and friends share festive meals, exchange gifts, and visit loved ones.</p>	<p>Learning Like an Expert Skills:</p> <p>Observing religious practices</p> <p>Reading religious texts</p> <p>Exploring the emotional and sensory world of religion.</p>	<p>Worship Forgiveness</p> <p>L5: Eid-ul-Fitr Celebration Charity Zakat-ul-Fitr Mosque</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn about the Islamic beliefs about God expressed in Surah 1 of the Qur'an 2) To learn about how Muslims pray to God 3) To investigate how and why Muslims fast during Ramadan 4) To learn about the importance of the 'Night of Power' to Muslims 5) To explore what happens a in Muslim household at Eid-ul-Fitr 				
	<p>Su2: What is the trinity and why is it important to Christians?</p> <p>End Point: By the end of this unit of work, pupils will understand what Christians believe about the Trinity and why it is important in their faith. They will know how the Gospel of Matthew 3:13–17 describes the Trinity and how</p>	<p>L1: The 'gospels' in the Bible are biographies of Jesus which explore the things he taught to his followers.</p> <p>Matthew 3:13–17 describes the baptism of Jesus by John the Baptist. In this passage, Christians believe that all three persons of the Trinity are present: God the Father speaks from heaven, Jesus</p>	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p>L1: Trinity Gospel Baptism Holy Spirit Jesus</p> <p>L2: Baptism Sacrament</p>

	<p>Christian beliefs about God as Father, Son, and Holy Spirit are expressed through baptism and prayer. Pupils will be able to compare different Christian baptism traditions and reflect on how the Trinity shapes Christian worship and daily life. They will also be able to use key vocabulary to explain their understanding of these beliefs and practices.</p>	<p>the Son is baptised, and the Holy Spirit appears as a dove. This passage is important because it shows the Trinity as three persons in one God.</p> <p>L2: Many Christians baptise people in the name of the Father, the Son, and the Holy Spirit, following Jesus' instructions. Baptism is a sign of belonging to the Christian faith and of being cleansed from sin. Some Christians, such as those in the Church of England or Catholic Church, baptise babies with water, while others, such as Baptists, baptise adults by full immersion in water.</p> <p>L3: Many Christian prayers mention the Trinity, such as the sign of the cross used in Catholic worship. The Lord's Prayer, taught by Jesus, is addressed to God the Father. Some Christians pray to Jesus as the Son of God, while others ask for guidance from the Holy Spirit. The Trinity is also mentioned in blessings and hymns used in Christian worship.</p> <p>L4: Christians celebrate baptism in different ways depending on their tradition. Infant baptism, common in Catholic and Anglican churches, involves sprinkling water on the baby's head and making promises on their behalf. Believer's baptism, practiced by Baptists and some other churches, involves a person choosing to be baptised when they are old enough to declare their faith. Despite differences, all baptisms use water as a symbol of new life in God.</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Learning Like an Expert Skills:</p> <p>Observing religious practices</p> <p>Reading religious texts</p> <p>Exploring the emotional and sensory world of religion.</p> <p>Discussing and debating beliefs and reasoning.</p>	<p>Father Son Holy Spirit</p> <p>L3: Prayer Worship Blessing Lord's Prayer Sign of the Cross</p> <p>L4: Infant Baptism Believer's Baptism Immersion Christening Symbol</p> <p>L5: Trinity Faith Creator Saviour Guide</p>
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PSHE		<p>L5: The Trinity is important to Christians because it helps them understand God as Father, Son, and Holy Spirit. The Trinity shows that God is both one and three at the same time. Christians believe that God the Father created the world, Jesus the Son came to save people, and the Holy Spirit guides them in their faith. The Trinity is a central belief in Christianity and is remembered in worship, prayer, and baptism.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore what the Gospel of Matthew 3:13–17 teaches us about Christian beliefs about the Trinity 2) To investigate how some Christians express their beliefs about the Trinity through baptism 3) To investigate how some Christians express their beliefs about the Trinity through prayer 4) To explore and compare different baptism celebrations 5) To reflect on and express why the Trinity is important to Christians 			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Relationships End Point: By the end of this unit of work, pupils will have developed a deeper understanding of relationships with family, friends, and the wider world. They will be able to recognise the different roles within families, challenge gender stereotypes, and identify key skills that help build strong friendships. Pupils will understand the importance of expressing gratitude to those who support them and explore how they are connected to people globally. They will also learn about children's shared rights and needs while recognising</p>	<p>L1: Different family members have different roles and responsibilities within the family.</p> <p>Gender stereotypes can be unfair and we should avoid treating people different because of their gender.</p> <p>L2: Friendship involves different skills such as sharing, listening, explaining and apologising.</p> <p>L3: Expressing gratitude means saying thank you. There are many ways we can show our gratitude to our friends and families.</p>	<p>Identify the responsibilities they have within their family</p> <p>Empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Identify similarities in children's rights around the world</p> <p>Identify their own wants and needs and how these may be similar or different from other children in school and the global community</p> <p>Learning Like an Expert Skills: Take part in discussion and debate.</p>	<p>L1: Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype</p> <p>L2: Friendship Conflict Solution</p>

	<p>differences in life experiences. Finally, they will develop awareness of online safety, understanding how to respond to suspicious messages and protect themselves in digital spaces.</p>	<p><u>L4:</u> The actions and work of people around the world help and influence daily life. For example, many of the things we own and use are made in another part of the world.</p> <p><u>L5:</u> All children have rights. However, some children have challenges in being granted all of their rights and their lives can be very different from our own.</p> <p><u>L6:</u> Computer viruses can be sent via email, message and from files downloaded from the internet.</p> <p>If something sounds too good to be true on the internet, someone may be trying to trick or scam us.</p> <p>If we are suspicious of a message we should speak to an adult or report it.</p>	<p>Reflect upon their feelings and how others feel.</p> <p>Learn about the lives of others and find similarities and differences.</p> <p>Identify problems and challenges and try to think of solutions.</p> <p>Think about society and how they can make it a better place.</p>	<p>Listen Explain Apologise Problem solving</p> <p><u>L3:</u> Gratitude Thanks Celebrate Special</p> <p><u>L4:</u> Global Communications Transport Interconnected Food journeys Climate Trade Inequality</p> <p><u>L5:</u> Needs Wants Rights Deprivation United Nations Equality Just</p> <p><u>L6:</u> Message Suspicious Virus Scam Report Ignore</p>
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Sequence of Lessons:

- 1) To reflect upon the roles of different family members and discuss gender stereotypes
- 2) To identify and practice some key skills linked to friendship
- 3) To explore how we can express gratitude to our families and friends
- 4) To explore how we are linked to people from around the world
- 5) To understand how my needs and rights are shared by children around the world and to identify how our lives may be different
- 6) **Online safety:** To understand why we should be cautious of suspicious messages and how to react

NB: In lesson 4, explore the production of food, clothes and other goods overseas

Su2: Changing Me

End Point:

By the end of this unit of work, pupils will have a greater understanding of how both animals and humans change as they grow, including the stages of human development from babies to adulthood. They will learn about the development of babies in the mother's uterus and understand the physical and internal changes that boys and girls experience as they grow. Pupils will reflect on stereotypical ideas about parenting and family roles and explore how these can shape our perceptions. Finally, they will gain an understanding of online safety, specifically recognizing media bias and how it can influence the information they encounter.

L1:

Lots of changes happen in animals and humans between conception and growing up.

In nature, it is usually the female that carries the baby.

L2:

In humans, a mother carries the baby in her uterus (womb), where it develops.

Babies need love and care from their parents or carers.

There are changes that happen between being a baby and a child.

L3:

The male and female body changes at puberty so they can make babies when they are adults.

Some of these changes happen on the outside of our bodies and are visible.

L4:

The male and female body changes at puberty so they can make babies when they are adults.

Express how they feel about babies.

Describe the emotions that a new baby can bring to a family.

Express how they feel about puberty.

Say who they can talk to about puberty if they have any worries.

Identify stereotypical family roles and challenge these ideas.

Identify changes they are looking forward to in the next year.

Suggest ways to help them manage feelings during changes they are more anxious about.

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.

L1:

Growth
Development
Life cycle
Adulthood
Infancy

L2:

Uterus
Foetus
Pregnancy
Embryo
Development

L3:

Puberty
Physical change
Gender
Reproductive organs
Grow
Size
Hair

L4:

Hormones
Internal organs
Testosterone
Oestrogen

L5:

Stereotype
Parenting

		<p>Some of these changes happen on the inside of our bodies and are not visible.</p> <p>L5: People should not be expected to do certain things because of their gender. A gender stereotype is an assumption we have about what men and women are like.</p>	<p>Think about society and how they can make it a better place.</p>	<p>Family roles Caregiving Expectations</p> <p>L6: Media Bias Information Perspective Source</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To investigate how animals and humans change as they grow up 2) To explore how babies grow and develop in their mother's uterus 3) To investigate how boys' and girls' bodies change on the outside as they grow up 4) To investigate how boys' and girls' bodies change on the inside as they grow up 5) To recognise stereotypical ideas I might have about parenting and family roles 6) Online safety: To understand what is meant by 'media bias' 			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Tin Whistle - Country Music – You are My Sunshine</p> <p>End Point: By the end of this unit of work, pupils will have developed their skills in listening to and appraising classic country songs, focusing on elements such as melody and rhythm. They will be able to learn, practise, and perform the main melody of 'You Are My Sunshine' on the tin whistle. Pupils will also have explored their creativity by writing their own variations of the melody, applying their understanding of musical structure. Finally, they will gain confidence in performing their variations,</p>	<p>L1: Classic country songs often tell simple, heartfelt stories and have clear, memorable melodies.</p> <p>Listening to these songs helps us understand the style and structure that influences many popular songs, including 'You Are My Sunshine.'</p> <p>L2: The main melody of 'You Are My Sunshine' is simple and repetitive, making it easy to learn and play on the tin whistle. It follows a clear pattern of rising and falling notes, which is typical in country and folk music.</p> <p>L3:</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. Accept feedback and suggestions from others about my performances.</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>L1: Country music Melody Appraise Rhythm Storytelling</p> <p>L2: Melody Tune Pitch Notes Phrase</p> <p>L3: Practice Tempo Repetition</p>

<p>while giving and receiving feedback to improve their musical skills.</p>	<p>When practising the melody, it's important to pay attention to the rhythm and phrasing, as these will help bring the song to life. Playing slowly at first and gradually increasing speed can help you master the melody more effectively.</p> <p>L4: Creating a variation of the main melody involves changing the rhythm, notes, or even adding new phrases, while still keeping the essence of the song. This helps develop creativity and an understanding of how music can be adapted.</p> <p>L5: Performing your variation gives you the chance to share your creativity with others and receive feedback. Listening to others' feedback can help you improve and develop your musical ideas further, which is important in the learning process.</p>	<p>Repeat simple rhythms and melodies and change and extend those I hear.</p> <p>Identify some notes on a staff.</p> <p>Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims).</p> <p>Begin to recognise rest values (lengths).</p> <p>Begin to explore different time signatures and tempos.</p> <p>Write simple rhythms and melodies.</p> <p>Talk about composition ideas and give some reasons why I chose to use some musical ideas and rejected others.</p> <p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>Suggest, follow and lead simple performance directions.</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>When working with others, listen to and show respect for their work, ideas and suggestions</p> <p>Learning Like an Expert Skills:</p>	<p>Accuracy Rhythm</p> <p>L4: Variation Improvisation Rhythmic change Phrasing Creativity</p> <p>L5: Performance Feedback Audience Expression Improvement</p>
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Sequence of Lessons:

- 1) To listen to and appraise a variety of classic country songs.
- 2) To learn the main melody of our focus song
- 3) To practise the main melody of our focus song
- 4) To write my own variation of the main melody from our focus song
- 5) To perform my variation and give and receive feedback from others

<p>Su2: Tin Whistle – Rock ‘n’ Roll – Can’t Help Falling in Love</p> <p>End Point: By the end of this unit of work, pupils will be familiar with the development of rock ‘n’ roll music and have learnt how to play the main melody to their focus song. They will have spent time experimenting with variations in tempo, note duration and dynamics and have the opportunity to perform and evaluate their work.</p>	<p>L1: Rock 'n' roll is a lively genre of music that began in the 1950s. It combines strong rhythms, catchy melodies, and often features electric guitars. Rock 'n' roll is known for its energy and fun, making people want to dance and sing along.</p> <p>Elvis Presley was a famous American singer and actor, known as the "King of Rock 'n' Roll." He became popular in the 1950s for his unique style and powerful voice. Elvis combined different music styles, like country and rhythm and blues, and he influenced many musicians with his energetic performances and catchy songs.</p> <p>‘Can’t Help Falling in Love’ was a song performed by Elvis Presley and many other musicians but originally written by Hugo Peretti, Luigi Creatore and George David Weiss.</p> <p>L2: A melody is a set of notes in order. We can use instruments or our voices to create and perform melodies.</p> <p>Melodies can be written out on a ‘stave’ using musical notation.</p> <p>L3: When we are learning a new piece of music, it is important that we practise performing it.</p> <p>L4: We can also improvise and experiment with a piece of music by changing things</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>Identify some notes on a stave. Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims).</p> <p>Begin to explore different time signatures and tempos.</p> <p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>Suggest, follow and lead simple performance directions.</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>Use voice, instruments, sounds and technology in creative ways.</p> <p>Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>Repeat simple rhythms and melodies and change and extend those I hear.</p> <p>Accept feedback and suggestions from others about my performances.</p> <p>Learning Like an Expert Skills:</p>	<p>L1: Rock ‘n’ roll Genre Country Rhythm and Blues Rhythm Electric Guitars Influence</p> <p>L2: Melody Notes Order Stave Notation</p> <p>L3: Practise Performance</p> <p>L4: Improvise Experiment Tempo Speed Duration Dynamics</p> <p>L5: Perform Posture Evaluate Feedback</p>
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French		<p>like the tempo (speed), duration (length of notes) and dynamics (volume).</p> <p>L5: When we perform, we need to think about our posture and making sure that we work as a team. We can evaluate our own performances and the performances of others – when we do this, we should be constructive and kind.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to and appraise a variety of classic rock ‘n’ roll songs. 2) To learn the main melody of our focus song 3) To practise the main melody of our focus song 4) To experiment with variations in tempo, duration and dynamics with the main melody of our focus song 5) To perform our song and evaluate our playing 			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Food End Point: By the end of this unit of work, pupils will be able to name a variety of common foods in French and express their own food preferences. They will be able to ask and answer simple questions about food, helping them to build confidence in conversational French. Pupils will also learn the names of different pieces of cutlery and be able to describe what they use to eat different foods. Finally, they will be able to talk about the ingredients used in different dishes, developing their vocabulary and understanding of French language and</p>	<p>L1: “<i>Qu’est-ce que c’est?</i>” — this question is very useful.</p> <p>“<i>C’est</i>” means “it’s”, but if you’re talking about something that’s plural, you need to use “<i>ce sont</i>” which means “they’re”.</p> <p>L2: Some of the items of food on the vocabulary screen include some form of “<i>de</i>” — which means “some”. It’s the same principle as in English — you don’t usually say “I’m eating a cheese”. “<i>De</i>” changes depending on the gender of the noun — “<i>du</i>” if it’s masculine, “<i>de la</i>” if it’s feminine and “<i>des</i>” for plurals.</p>	<p>Give a full sentence spoken answer to a written question.</p> <p>Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.</p> <p>Ask and answer questions, including asking for and giving opinions.</p> <p>Say what they would like, using a common verb in the first person.</p> <p>Be able to prepare and recite a few sentences using vocabulary from the unit.</p> <p>Write some vocabulary from memory.</p> <p>Learning Like an Expert Skills:</p>	<p>L1: <i>une glace</i> an ice cream <i>un gâteau</i> a cake <i>des chips</i> (f) some crisps <i>un chou</i> a cabbage <i>des petits pois</i> (m) some peas <i>un poisson</i> a fish</p> <p>L2: <i>les pommes</i> (f) the apples <i>les fraises</i> (f) the strawberries</p>

	<p>culture.</p>	<p><i>“Les frites”</i> (“the chips”) is a feminine plural noun — you need to know this if you want to add an adjective to it.</p> <p><i>“Les spaghettis”</i> (“the spaghetti”) is a masculine plural noun — it’s always plural in French, unlike in English. <i>“Je mange”</i> can mean “I’m eating” or “I eat” — there’s no difference in French.</p> <p>L3: <i>“Qu’est-ce que...?”</i> means “What...?”.</p> <p>In French you say “coffee spoon” (<i>“une cuillère à café”</i>) rather than “teaspoon”. In French, <i>“une cuillère à soupe”</i> (“a soup spoon”) is a tablespoon.</p> <p>L4: It’s <i>“un œuf”</i> — it’s a masculine noun, so any adjectives that you use with it also have to be masculine</p> <p><i>“Désirez”</i> comes from the verb <i>“désirer”</i>, it means “to want” — it’s a synonym for <i>“vouloir”</i>.</p> <p><i>“Je voudrais”</i> means “I would like” and it’s a very useful phrase to learn.</p> <p>The conversation includes some of the different words for “some”. This is because <i>“de”</i> changes depending on the gender of the noun — <i>“du”</i> if it’s masculine, <i>“de la”</i> if it’s feminine and <i>“des”</i> for plurals.</p> <p>L5: The verbs in this recipe are written in their infinitive form e.g. <i>“Mettre le beurre...”</i> (“Put the butter...”) — this is one way to give instructions in a recipe.</p>	<p>Listening to others speak the language.</p> <p>Reading texts in the language.</p> <p>Talking with others in the language.</p>	<p><i>les tomates</i> (f) the tomatoes <i>les carottes</i> (f) the carrots <i>les bananes</i> (f) the bananas <i>les poires</i> (f) the pears <i>les pommes de terre</i> (f) the potatoes <i>les cerises</i> (f) the cherries <i>les raisins</i> (m) the grapes</p> <p>L3: <i>un sandwich</i> a sandwich <i>des frites</i> (f) some chips <i>du chocolat</i> some chocolate <i>de la pizza</i> some pizza <i>des spaghettis</i> (m) some spaghetti <i>du fromage</i> some cheese <i>du poulet</i> some chicken <i>du riz</i> some rice</p> <p>L4: <i>un couteau</i> a knife <i>une fourchette</i> a fork <i>une cuillère à soupe</i> a tablespoon <i>une cuillère à café</i> a teaspoon</p>

		<p>You could also use the imperative form — “mettez”</p> <p>When you want to say “some sugar” in French, you say “<i>du sucre</i>”, but when you’re using a specific quantity, e.g. “<i>une cuillère à soupe de sucre</i>” (one tablespoon of sugar), or “<i>quatre tranches de pain</i>” (four slices of bread) you just use “<i>de</i>”.</p> <p>It’s “<i>une poêle chaude</i>” (a hot frying pan) — “<i>une poêle</i>” is feminine, so “<i>chaud</i>” needs an “<i>e</i>” to make it feminine too.</p>		<p><i>un bol</i> a bowl <i>une poêle</i> a frying pan <i>un verre</i> a glass <i>une tasse</i> a cup</p> <p>L5: <i>les œufs</i> (m) the eggs <i>le lait</i> the milk <i>le sucre</i> the sugar <i>le pain</i> the bread <i>le beurre</i> the butter <i>la cannelle en poudre</i> the ground cinnamon</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn the names of some common foods 2) To be able to explain what we like to eat 3) To be able to ask and answer a question about food 4) To be able to talk about what cutlery we use to eat 5) To be able to talk about the ingredients used in different foods 				
	<p>Su2: At School End Point:</p> <p>By the end of this unit of work, pupils will be able to talk about how they travel to school using simple French phrases. They will be able to describe the different rooms in their school and begin to name and discuss the equipment they use in lessons. Pupils will also develop their ability to talk about times of the day, helping them to describe their daily school routine. Finally, they will be able to name and</p>	<p>L1: “<i>L’école</i>” is a feminine word. “<i>Je vais...</i>” comes from the irregular verb “<i>aller</i>” (“to go”). Irregular verbs don’t follow a standard conjugation pattern, so pay particular attention to its form.</p> <p>L2: “<i>Les salles</i>” is feminine plural.</p> <p>The conversation responses use “<i>Voici...</i>” to introduce each room —</p>	<p>Respond to simple questions using sentence models from the lesson.</p> <p>Confidently use number vocabulary from previous lessons to say what time it is.</p> <p>Ask simple questions learnt in the unit.</p> <p>Pronounce vocabulary accurately including the definite or indefinite article.</p> <p>Write some singular nouns with their article.</p>	<p>L1: <i>à pied</i> on foot <i>en bus</i> by bus <i>en voiture</i> by car <i>en train</i> by train <i>à vélo</i> by bicycle <i>en avion</i></p>

	<p>discuss the subjects they learn, building confidence in using French to talk about their school life.</p>	<p>“<i>voici</i>” means “this is” or “here is”. We’ve translated it as “it is” here because that’s the most natural response to the question in English. “<i>Voici</i>” is useful for introducing people, for example “<i>Voici mon père.</i>” (“Here is my father.”) — see Core Unit 1 for more on this.</p> <p>“<i>Les toilettes</i>” (“the toilets”) is always plural in French.</p> <p>L3: It’s “<i>des ciseaux</i>” in French because it’s plural — it’s like saying “some scissors” in English.</p> <p>The responses to the question all start with “<i>Il y a...</i>” — it means “There is” or “There are”. It’s a phrase that comes up all the time, so ensure that pupils are familiar with it.</p> <p>L4: In French, you say (literally) “it is one hour” or “it is two hours”, etc. As a result, you need to make two hours and above plural — “<i>il est une heure</i>” (“it is one o’clock”), “<i>il est deux heures</i>” (“it is two o’clock”). This lesson will help pupils revise numbers learned in Core Units 1-2.</p> <p>Telling the time with “half past” is also easy for beginners. Take the sentence used for “it is ## o’clock”, for example, and add “<i>et demie</i>” (literally “and half”) to the end: “<i>il est une heure et demie</i>” or “<i>il est deux heures et demie</i>”.</p> <p>It’s “<i>demi</i>” when used with “<i>midi</i>” or “<i>minuit</i>” because these are masculine words, and “<i>demi</i>” agrees with them.</p>	<p>Recognise and pronounce correctly words with common French sounds.</p> <p>Read along with the text of a French story.</p> <p>Identify specific sounds in a song.</p> <p>Recognise if nouns are singular or plural based on their article.</p> <p>Learning Like an Expert Skills:</p> <p>Listening to others speak the language.</p> <p>Reading texts in the language.</p> <p>Talking with others in the language.</p>	<p>by plane <i>en bateau</i> by boat</p> <p>L2: <i>la salle de classe</i> the classroom <i>la cour</i> the playground <i>la grande salle</i> the hall <i>les toilettes</i> (f) the toilets <i>la cuisine</i> the kitchen <i>le parking</i> the car park <i>la bibliothèque</i> the library <i>le terrain de sport</i> the sports ground <i>la salle d'informatique</i> the computer room</p> <p>L3: <i>un crayon</i> a pencil <i>une gomme</i> a rubber <i>une règle</i> a ruler <i>un stylo</i> a pen <i>une calculatrice</i> a calculator <i>un feutre</i> a felt-tip pen <i>un bâton de colle</i> a glue stick <i>un crayon de couleur</i> a coloured pencil <i>un taille-crayons</i></p>
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Normally it's "*demie*" because "*heure*" is feminine.

L5:

It's "*une matière*" — it's feminine.

"*Les mathématiques*" and "*les sciences*" are plural nouns. This means their article is "*les*" rather than "*le/l'/la*" used with singular nouns.

"*C'est*" (and not "*ce sont*") is used with all of the subjects in this conversation, even if they're plural (e.g. "*les mathématiques*") this is because it agrees with "*ma matière*" which is singular.

In the conversation, "*préférée*" (favourite) has two 'e's at the end because it agrees with "*matière*" (subject), which is feminine.

a pencil sharpener
des ciseaux (m)
a pair of scissors

L4:

midi
midday
minuit
midnight
du matin
in the morning
du soir
in the evening
de l'après-midi
in the afternoon
de la nuit
in the night
et demie
half past

L5:

les mathématiques (f)
maths
l'anglais (m)
English
le français (m)
French
les sciences (f)
science
le sport
PE
le dessin
art
l'informatique (f)
ICT
la musique
music
l'espagnol (m)
Spanish

Sequence of Lessons:

- 1) To talk about how we get to school
- 2) To be able to explain what rooms we have in our school
- 3) To begin to talk about the equipment we use at school
- 4) To be able to talk about times of day
- 5) To discuss the different subjects we learn at school