

Year Y3/4 Spring – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>SP1: Forces and Magnets</p>	<p>A force is a push or a pull.</p> <p>Forces are what make things move or stop moving.</p> <p>There are different types of forces.</p> <p>Some common forces include gravity, which is the force that pulls everything towards the Earth, and friction, which is the force that stops things from sliding or slows them down.</p> <p>Forces can be balanced or unbalanced. If the forces are balanced, an object doesn't move, or it moves at a steady speed. If the forces are unbalanced, the object will speed up, slow down, or change direction.</p> <p>Magnets are special materials that can attract certain types of metal.</p> <p>These materials have a force called magnetism, which makes them pull (attract) or push (repel) objects made of certain types of metal.</p> <p>Magnets have two ends called poles - a north pole and a south pole.</p> <p>If you bring the north pole of one magnet close to the south pole of another, they will attract each other. But if you try to put the north pole of one magnet near the north pole of another, they will repel (push) each other away.</p> <p>Magnets create an invisible area around them called a magnetic field. If another magnet or objects made from certain types of metal are in this area, the magnet will attract them.</p>	<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p><u>Practical scientific skills (from NC):</u></p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment.</p>	<p>Force</p> <p>Push</p> <p>Pull</p> <p>Move</p> <p>Stop</p> <p>Slow down</p> <p>Speed up</p> <p>Change direction</p> <p>Gravity</p> <p>Friction</p> <p>Air resistance</p> <p>Water resistance</p> <p>Balanced</p> <p>Unbalanced</p> <p>Magnet / magnetic</p> <p>Magnetic field</p> <p>Attract</p> <p>Repel</p> <p>Poles (north / south)</p> <p>Metal</p> <p>Compass</p> <p>North Pole</p> <p>South Pole</p>

		<p>Magnets are used in many everyday things. You can find them in things like refrigerator doors, magnetic toys, and even some types of trains that use magnets to levitate above the tracks. They're also used in compasses to help us find our way because the needle in a compass is a tiny magnet that points to the Earth's North Pole.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand different forces and the effects they have 2) To investigate friction and how objects move on different surfaces 3) To experiment with magnets, their poles and how they attract or repel each other 4) To investigate the different materials that magnets attract 5) To reflect on the uses of magnets in everyday life 				
	<p>SP2: Electricity</p>	<p>Electricity is a form of energy which can be used to power many common appliances such as lights, TVs and computers.</p> <p>Appliances are made up of several components including cells (which provide the power), wires, bulbs, buzzers and switches.</p> <p>For an appliance to work, the components must be organised in a circuit without any breaks.</p> <p>When there is a break, or gap, in a circuit, it is called incomplete. When they aren't any breaks, it is called complete.</p>	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>Electricity Energy Appliances Components Cells Wires Bulbs Buzzers Switches Circuit Complete Incomplete Materials Conductor Insulator</p>

		<p>A switch is a handy way of making a circuit complete or incomplete. They are used for turning appliances on and off again.</p> <p>Some materials allow electricity to pass through them – these are known as conductors of electricity.</p> <p>Some materials do not allow electricity to pass through them – these are known as insulators of electricity.</p> <p>Metals are often excellent conductors of electricity.</p>	<p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Make predictions and give a reason using simple scientific vocabulary.</p> <p>Make systematic and careful observations.</p> <p>Identify similarities/differences/changes when talking about scientific processes.</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>Metal Plastic Cloth Wood</p>
	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To be able to identify which common appliances run on electricity 2) To construct a simple series circuit (note: pupils should draw these, but not use conventional circuit symbols until y6) 3) To investigate how complete and incomplete circuits affect the components used 4) To investigate how switches affect the components of a circuit 5) To investigate which materials are conductors or insulators of electricity 			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	Changes in Britain from the Stone Age to the Iron Age	<p>The period from the Stone Age to the Iron Age is known as the prehistoric period. As there were no written records, we only know about this period through artefacts left behind.</p> <p>The Stone Age started around 2.7 million years ago when people first began to make tools out of stone. The first people came to Britain around 900,000 BCE.</p>	<p>Create timelines for a topic using dates accurately with an understanding that the length of time between events varies.</p> <p>Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈ 2000 years, but vast amounts of change took place in the 20th century).</p>	<p>Prehistoric Stone Age Bronze Age Iron Age Artefacts Site BCE</p>

		<p>Stone Age people were initially hunter gatherers. This meant they collected food from the environment around them and hunted animals. They usually lived in caves or tents.</p> <p>During the Stone Age, people began to farm animals and crops. This was known as the Neolithic period. This meant they began to live in more durable, permanent homes.</p> <p>People also began to use wool to weave clothes rather than wearing animal skins. They also started to grow different crops like grains and farm animals like cows, sheep and pigs.</p> <p>During this period many sites like Stone Henge were built. We don't fully understand their purpose but there are many theories.</p> <p>The discovery of bronze allowed people to make beautiful jewellery and better tools. They also used bronze to trade. The production of bronze led to new jobs like being a blacksmith.</p> <p>As iron is much stronger than bronze, its discovery meant that weapons and tools became more effective. This meant warfare became deadlier and farming was easier. Many people began to live in hillforts to keep them safe.</p>	<p>Explore changes at a local, national and international level and begin to explain the connections between them.</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>Use a wide range of sources (written, visual or oral) to learn more about the past and begin to decide which are more useful than others.</p> <p>Consider the range of sources available when we study different historical periods (e.g. why do we know much more about some eras compared to other eras).</p>	<p>CE Tools Cave Cave paintings Hunt Gather Farm Crops Henge Jewellery Trade Jobs Warfare Hillfort</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To investigate what life was like for Stone Age hunter gatherers (use Creswell Crags cave art) 2) To explore how farming changed homes, clothes and diet in the Stone Age (use Skara Brae) 3) To reflect on what Stone Henge and other sites suggest about religion in this period 4) To investigate how the discovery of bronze changed lifestyles 5) To investigate how the discovery of iron changed lifestyles <p>(Pupils to add to an ongoing timeline in each lesson)</p>			
Geo	Theme	Knowledge	Skills	Key vocabulary and concepts

Art	The USA	<p>The United States of America (USA) is a big country in North America. It's surrounded by Canada to the north and Mexico to the south.</p> <p>The USA is made up of 50 states, each with its own name, flag, and sometimes even its own laws.</p> <p>The USA has lots of different physical geographical features such as rivers, mountains, lakes and deserts.</p> <p>The USA has a range of different human geographical features. There are many large cities and lots of recognisable landmarks.</p> <p>The USA has a variety of climates. In the northern states, it can be very cold with lots of snow in the winter, while in the southern states, it's usually much warmer.</p> <p>New York City, often called the "Big Apple," is one of the largest and most famous cities in the world. It's known for its tall skyscrapers, bustling Times Square, and the Statue of Liberty. It was the place where migrants travelling to the USA first landed.</p> <p>There are many places in the USA named after British towns and cities.</p>	<p>Locate countries, continents and other geographical areas using maps and atlases.</p> <p>Use the eight points of a compass, four figure grid references and symbols alongside maps.</p> <p>Identify the position and significance of the equator, northern hemisphere, southern hemisphere, arctic circle and Antarctic circle.</p> <p>Research and understand geographical similarities and differences of the UK and the polar regions.</p> <p>Describe and understand key elements of physical and human features.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>USA</p> <p>Country</p> <p>State</p> <p>City</p> <p>North / south / east / west etc.</p> <p>Canada</p> <p>Mexico</p> <p>New York</p> <p>Physical features</p> <p>Human features</p> <p>Landmarks</p> <p>Rivers</p> <p>Mountains</p> <p>Lakes</p> <p>Deserts</p> <p>Climate</p> <p>Weather</p> <p>Migrant</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To locate the USA on a range of different maps 2) To locate and describe key physical and human features in the USA 3) To understand that different parts of the USA have different climates 4) To find out about a key city in the USA (New York) 5) To compare Sheffield in the USA with Sheffield in the UK (fieldwork) 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Decorative Clay Bowls	<p>Clay is a type of natural material that comes from the ground. It is soft and can be moulded into various shapes when wet, but it hardens when it dries.</p>	<p>Use sketchbooks to record ideas.</p> <p>Explore ideas from first-hand observations.</p>	<p>Clay</p> <p>Bowl</p> <p>Beaker</p> <p>Sculpture</p>

DT	<p>Before using clay, it should be kneaded to remove air bubbles and make it easier to work with.</p> <p>Clay should be kept moist with a damp cloth or in an airtight container to prevent it from drying out.</p> <p>Common tools for working with clay include a rolling pin, clay cutters, and various shaping tools.</p> <p>Clay bowls or beakers have been created by people living in the UK since the Stone Age.</p> <p>Clay bowls from this period were engraved with a range of patterns, which were often created using bird bones and twisted pieces of cord.</p> <p>Clay bowls have been found at burial sites and henges monuments.</p> <p>We do not know who created these bowls, or when they used, as there are no written records from this time.</p> <p>Whether these bowls were used for drinking or just for decorative purposes means that it is unclear whether they should be treated as art or not.</p>				
	<p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Discuss how they feel about their own and others work.</p> <p>Adapt and refine ideas using annotations</p> <p>Mould and shape clay into specific shapes.</p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay to practise joining techniques.</p> <p>Add materials to a sculpture to create detail.</p> <p>Use engraving techniques to create detail.</p>	<p>Moulded</p> <p>Kneaded</p> <p>Sculpted</p> <p>Engraved</p> <p>Pattern</p> <p>Material</p> <p>Natural</p> <p>Wet</p> <p>Moist</p> <p>Dry</p> <p>Rolling pin</p> <p>Clay cutter</p> <p>Shaping tools</p>			
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To study and analyse a range of clay bowls 2) To practice shaping techniques with clay (practise 'coiling' technique in preparation for final piece) 3) To practice decorative techniques with clay 4) To plan my final piece 5) To make and evaluate my final piece 					
Theme		Knowledge		Skills	Key vocabulary and concepts
<p>SP2: Reusable Shopping Bags</p>		<p>Shopping bags are used to transport goods from where they are bought to somewhere else.</p> <p>Shopping bags are often made from plastic which means they are bad for the environment and often break.</p>	<p>Evaluate existing products, considering how well they've been made, the materials used, whether they work, how they have been made and if they are fit for purpose.</p>	<p>Analyse</p> <p>Evaluate</p> <p>Test</p> <p>Design</p> <p>Material</p> <p>Fabric</p>	

		<p>In recent years, the law changed so shops could not give away plastic shopping bags for free.</p> <p>Many people now reuse plastic shopping bags or have shopping bags made of different materials.</p> <p>Designers begin the design process by thinking about 'design criteria' or brief they have been given.</p> <p>Designers look at existing products to gather ideas for their new designs.</p> <p>A stable structure is strong and will not easily fall down.</p> <p>Some shapes are more stable than others. Designers have to think carefully about shape when designing a structure.</p> <p>Some materials are better suited to a job than other materials. Designers have to think carefully about materials when designing a structure.</p> <p>Creating an initial design (a prototype) is an important part of the design process. This is where designers make decisions about the shapes and materials they will use.</p> <p>When a prototype has been built, designers will evaluate it and think of ways in which it could be improved.</p>	<p>Use research for design ideas and show they meet a range of requirements.</p> <p>Produce a plan, including an annotated sketch, and explain to others how realistic it is.</p> <p>Make and explain design decisions considering the availability of resources.</p> <p>Select suitable tools and equipment and explain these choices in relation to the required techniques and use them accurately.</p> <p>Select appropriate materials which are fit for purpose and explain their choices.</p> <p>Measure, mark out, cut and shape materials with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Consider whether products can be recycled or reused.</p> <p>Think about the user when choosing textiles Think about how to make a product strong.</p> <p>Understand that a simple fabric shape can be used to make a 3D textiles project</p> <p>Use a set of design criteria to evaluate their finished product.</p>	<p>Textile Needle Thread Stitch Running stitch Shopping bag Reusable Sustainable Recycled</p>
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Sequence of Lessons:

- 1) To analyse, evaluate and test a range of different shopping bags
- 2) To practise using a running stitch
- 3) To design my shopping bag
- 4) To begin making my shopping bag
- 5) To finish making and evaluate my shopping bag

Computing

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>SP1: Programming A – Repetition in Shapes</p>	<p>Logo is a programming language which allows us to code.</p> <p>Computers are programmed by typing in commands.</p> <p>When a value in a command is changed, the outcome of the command will change.</p> <p>An algorithm is a set of ordered instructions.</p> <p>Algorithms can be tested. If they do not work, they need to be 'debugged' or fixed.</p> <p>When a command needs to be repeated, this can be done quickly using a 'repeat command' function or a 'count controlled loop'.</p> <p>Breaking code snippets down into smaller steps is called 'decomposition'.</p> <p>Decomposition makes it easier to fix and improve code snippets.</p>	<p>Program a computer by typing commands.</p> <p>Explain the effect of changing a value of a command.</p> <p>Create a code snippet for a given purpose.</p> <p>Write an algorithm to produce a given outcome.</p> <p>Test an algorithm in a text-based language.</p> <p>Use a count-controlled loop to produce a given outcome.</p> <p>Predict the outcome of a program containing a count-controlled loop.</p> <p>Choose which values to change in a loop. use a procedure in a program.</p> <p>Design a program that includes count-controlled loops.</p> <p>Make use of a design to write a program.</p> <p>Develop a program by debugging it.</p>	<p>Program</p> <p>Logo</p> <p>Code / code snippet</p> <p>Command</p> <p>Value</p> <p>Algorithm</p> <p>Debug</p> <p>Repeat</p> <p>Sequence</p> <p>Pattern</p> <p>Loop</p> <p>Count-controlled loop</p> <p>Decomposition</p>

- Sequence of Lessons:**
- 1) To identify that accuracy in programming is important
 - 2) To create a program in a text-based language
 - 3) To explain what 'repeat' means
 - 4) To modify a count-controlled loop to produce a given outcome
 - 5) To decompose a task into small steps
 - 6) To create a program that uses count-controlled loops to produce a given outcome

PE	SP2: Data – Data Logging	<p>'Data' is another word for information. It can be useful for answering questions. Data can also be gathered over time.</p> <p>Computers can collect data automatically using 'data loggers. This data can be collected from the real world using 'sensors.</p> <p>Data loggers can be programmed to collect data at certain points or intervals.</p> <p>A data set can be analysed to find key information or spot patterns.</p> <p>Once data has been collected and analysed, we can draw conclusions about the world around us.</p> <p>There are advantages and disadvantages to this process.</p>	<p>Choose data sets to answer given questions.</p> <p>Suggest questions which can and cannot be answered with a given data set.</p> <p>Identify which type of data can be collected over time.</p> <p>Use data loggers and sensors to collect data, including the use of intervals.</p> <p>View data at different levels and sort it to find information.</p> <p>Choose a question to answer and plan and carry out the data logging process to do this.</p> <p>Analyse, interpret and draw conclusions from data that has been collected.</p>	<p>Data / data set</p> <p>Question</p> <p>Answer</p> <p>Data logger</p> <p>Sensor</p> <p>Real world</p> <p>Interval</p> <p>Analyse</p> <p>Interpret</p> <p>Conclusion</p> <p>Advantages</p> <p>Disadvantages</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain that data gathered over time can be used to answer questions 2) To use a digital device to collect data automatically 3) To explain that a data logger collects 'data points' from sensors over time 4) To recognise how a computer can help us analyse data 5) To identify the data needed to answer questions 6) To use data from sensors to answer questions 			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Class Teacher: Football	<p>Football is played between two teams, each consisting of 11 players, including one goalkeeper.</p> <p>There are many variations of football, particularly at junior level, such as 5 players per team, no off-side rule, mixed gender teams, smaller pitch, etc.</p>	<p>Move the ball keeping it under control whilst changing direction.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>Challenge a player in possession of the ball.</p>	<p>Football</p> <p>Team</p> <p>Position</p> <p>Goalkeeper</p> <p>Defender</p> <p>Midfielder</p> <p>Striker</p> <p>Goal</p> <p>Foul</p>

	<p>The objective of the game is to score goals by putting the ball into the opposing team's goal. Each goal is worth one point. The team with the most goals at the end wins.</p> <p>Fouls include actions like tripping, pushing, holding, and dangerous play.</p> <p>When a foul is committed, the opposing team is awarded a free kick or penalty.</p> <p>When the ball goes out of play along the sideline, a throw-in or corner is awarded to the opposing team</p> <p>The goalkeeper is the only player allowed to use their hands and arms to play the ball, but only within their penalty area.</p> <p>There are many different positions in a football team, all which have their of roles and skills.</p>	<p>Apply basic attacking and defending principles such as finding and using space in game situations.</p> <p>Collaborate with others and use tactics to keep possession.</p> <p>Move in different directions learning to move away from your opponent and keep control of the ball when running.</p> <p>Develop physical characteristics needed for the game, e.g. speed, fitness, agility</p>	<p>Free kick Penalty Throw-in Corner Dribble Pass Shoot Cross</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To stop the ball with my feet. 2) To pass the ball in different ways with increased accuracy. 3) To dribble the ball using my feet, both if possible. 4) To tackle safely and effectively. 5) To shoot a football with success. 6) To use tactics in games. 		
	<p>SP1: PE Specialist: Dance</p> <p>Dancing is a great way to stay active and healthy. It can help improve flexibility, strength, and cardiovascular fitness.</p> <p>There are various styles of dance, including ballet, hip-hop, tap, contemporary, and more. Each style has its own unique moves and music.</p> <p>Dancers need to have excellent coordination to perform precise movements and maintain balance.</p> <p>Flexibility is a key skill for dancers. It allows them to achieve a wide range of motion in their movements and helps prevent injuries.</p> <p>Dancers must have a strong sense of rhythm and timing to match their movements with the music.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</p>	<p>Performance Phrase Control Emotions Timing Expressions Rehearse Rhythm Unison Canon Choreography Fluency Health & Fitness Pose Routine</p>

		<p>When dancers work together, they need to move in unison, usually in time to music.</p> <p>Choreography is the creating of dance routines. It will include thinking about actions, speed, tension and unison.</p>	Work well as part of a team.	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To move using a range of patterns. 2) To link movement patterns together showing consistency. 3) To work on your own, with a partner and in a group. 4) To create, practise, and perform more complex dances. 5) To experiment with speed, tension and continuity. 6) To perform actions with clarity of movement. 			
	<p>SP2: Class Teacher: Badminton</p>	<p>Badminton is a sport played 1 on 1 or in 'doubles. Badminton players use a racket and shuttlecock. They play on a court with a tall net which is usually indoors.</p> <p>In badminton, a player earns points by sending the shuttlecock over the net to the other side without the opponent returning it.</p> <p>Badminton requires excellent hand-eye coordination to accurately hit the shuttlecock, which moves at high speeds during rallies.</p> <p>Players need to move quickly and change direction on the court to reach the shuttlecock. Speed and agility are crucial for covering the entire playing area effectively.</p> <p>Badminton demands physical strength and endurance, especially during long rallies or matches.</p> <p>The badminton smash is a powerful overhead shot used to send the shuttlecock into the opponent's court with great force. It's a popular technique for scoring points.</p> <p>A drop shot is a soft, delicate shot that places the shuttlecock just over the net and close to the front of the opponent's court. It's used to surprise opponents and set up for an attacking play.</p>	<p>Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.</p> <p>Hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.</p> <p>Use different skills to try and win games.</p> <p>Work together to keep a rally going, returning the shuttle to a partner.</p> <p>With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control.</p> <p>Move around the court with purpose.</p> <p>Demonstrate a fast-paced chasse movement in isolation and in games.</p> <p>Perform a basic forehand action with control and accuracy.</p> <p>Send a shuttle into space, at different speeds and heights to make it difficult for your opponent.</p>	<p>Badminton Racket Shuttlecock Court Net Grip Serve Rally Smash Drop shot Movement Space Strength Endurance</p>

			Apply basic principles for attacking including finding and using space in game situations.	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To watch, track, and catch a shuttle successfully. 2) To keep a rally going using a range of shots. 3) To perform a basic forehand action with increasing accuracy. 4) To hit a shuttlecock into space at different speeds and heights. 5) To perform a basic backhand shot with increasing control. 6) To compete with others. 				
	<p>SP2: PE Specialist: Cricket</p>	<p>Cricket is played by two teams. They taking it in turns 'batting' and 'fielding'.</p> <p>There are three main roles: the batsman, the bowler and the fielders (the bowler and fielders are on the same team).</p> <p>Batsmen try to score runs by hitting the ball, while bowlers try to get batsmen out by bowling the ball into the wickets.</p> <p>Batsmen defend their wickets, and if the ball hits the stumps or they're caught by the fielding team, they're out.</p> <p>Runs are scored by hitting the ball and running between the wickets.</p> <p>Cricket requires good hand-eye coordination to hit and catch the ball accurately. Batsmen need this skill to make runs, and fielders use it to take catches.</p>	<p>Show control, coordination and consistency when throwing and catching a ball.</p> <p>Hit a ball with increasing control from a tee and progress to without a tee.</p> <p>Take up spaces/positions that make it difficult for the opposition.</p> <p>Hit a ball with increasing control, accurately towards a target. Communicate, collaborate, and compete with others, following the rules of the game.</p> <p>Chose fielding skills which make it difficult for your opponent.</p>	<p>Cricket Pitch Bat Ball Wicket Runs Bowling Batting Fielding Overarm Underarm Accuracy Teamwork</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) Throw a ball with increasing accuracy. 2) Hit a ball towards the target. 3) Catch a ball with increasing control. 4) Choose fielding skills to make it difficult for an opponent. 5) Successfully hit a ball from a tee. 6) Participate in modified competitive games, showing good teamwork. 				

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>SP1: Sacred places What is important about the places of worship where we live?</p>	<p>A place of worship is a special religious building that is linked to a particular faith.</p> <p>People visit places to of worship to pray, listen to religious leaders or find out more about their faith.</p> <p>Most places of worship are open to people of all faiths.</p> <p>Places of worship often try to help the community they are part of through charitable activities.</p> <p>By looking at symbols or certain words, we can often work out which faith a place of worship belongs to.</p>	<p>Identify examples of religion in my locality.</p> <p>Describe the significance of a place of worship in the local community.</p> <p>Give reasons why believers like to go to their place of worship.</p> <p>Recognise the values shown by local places of worship.</p> <p>Suggest answers to questions local religious believers might give about providing charity and resources for the wider community,</p> <p>Describe the impact that religion has had on my local community and compare with a different community.</p> <p>Make a link between a piece of sacred text and an example of religion in evidence in my local community.</p> <p>Show understanding of how a local place of worship has connected up teaching from sacred text with their actions in the local community and compare this to an example from a different locality.</p>	<p>Place of worship Sacred Community Locality Believer Charity Texts Church Mosque Synagogue Gurdwara Temple</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To investigate different religious buildings 2) To find out about religious buildings in our area 3) To compare the religious buildings in our area with those in a different area 4) To reflect on how places of worship help our area 5) To think about how we can make places of worship welcoming for people of all faiths 			

	<p>SP2: Journeys Why do Hindu people go on a pilgrimage?</p>	<p>A pilgrimage is a journey that people make to a special place linked to their faith.</p> <p>India has a holy city called Varanasi which the river Ganges runs through</p> <p>Varanasi is considered holy because of the story of how the river Ganges came to Earth.</p> <p>Hindus make a pilgrimage to Varanasi for a number of reasons.</p> <p>Hinduism has many gods which teach us about the faith. These gods often have a special relationship with humans.</p> <p>Pilgrimages help believers in many different ways.</p>	<p>Give reasons for why Hindus engaged in pilgrims.</p> <p>Describe why some places are considered special and worthy of a pilgrimage.</p> <p>Listen to, reflect upon and explain the meaning of religious stories.</p> <p>Reflect upon why pilgrimages are important to believers.</p> <p>Consider and discuss different beliefs and symbols and reflect upon why they are important to believers.</p>	<p>Pilgrimage Pilgrim Journey Religion Faith Belief Hinduism Hindu Special Sacred Holy Symbols Stories</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn and sequence a religious story 2) To reflect upon the meaning of a story 3) To investigate and discuss different Hindu gods 4) To learn about the city of Varanasi and its traditions 5) To reflect upon Hindu pilgrimages to Varanasi 			

	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>SP1: Dreams and Goals</p>	<p>We should reflect upon and be honest about our strengths and areas for improvement.</p> <p>We all have positive and negative feelings, some of which may be stronger or weaker than others.</p> <p>Everybody has dreams and goals that they want to achieve with their life.</p> <p>To achieve our goals, it is good to think of plans as to how to do this.</p>	<p>Know what our individual strengths are and what we would like to improve.</p> <p>Understand positive and negative feelings and consider the range of strength they may have.</p> <p>Celebrate achievements and identify areas for improvement.</p> <p>Set high aspirations and goals.</p> <p>Make plans with the aim of achieving a goal.</p>	<p>Dream Hope Goal Feeling Determination Perseverance Disappointment Fear Hurt Plans Help Positive experiences Cope</p>

PSHE	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
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		<p>Being able to work alongside others to achieve our goals is very important.</p> <p>Sometimes we don't achieve our goals – this is fine, but we need to learn how to deal with this disappointment.</p>	<p>Work alongside others to achieve aspirations and goals.</p> <p>Reflect on disappointment and how to deal with it.</p>	<p>Resilience Self-belief Motivation Commitment</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To know how it feels to have hopes and dreams 2) To know what hopes or dreams don't always come true 3) To know how to cope with disappointment 4) To know how to make a new plan and set a new goal even if I'm disappointed 5) To work with a group to achieve a goal <p>6) Online Safety: Sheffield Scheme: Online Strangers (P1): LC: To understand that people on the internet are not always who they say they are</p>				
	<p>SP2: Healthy Me</p>	<p>We have relationships with many different individuals or groups in our lives. These can be positive or negative for us.</p> <p>We all contribute to the feelings of those people we are in relationships with and can have a positive or negative affect on them.</p> <p>Everybody is unique or different and will react differently to different situations.</p> <p>Smoking tobacco is illegal to anyone under 18 years old as it is very damaging to our physical health, especially our lungs.</p> <p>Drinking alcohol is illegal to anyone under 18 years old as it can be damaging to physical health, especially our liver.</p> <p>Drinking alcohol affects the we behave and can also have a negative effect on our mental health.</p> <p>Peer pressure is when the people around us try to make us do something that we don't want to – it can be hard to avoid.</p>	<p>Identify the things that have a positive and a negative effect on our physical and mental health.</p> <p>Recognise that some emotions can conflict with each other.</p> <p>Find ways in which we can help ourselves to ignore or overcome negative emotions.</p> <p>Recognise when to ask for help and how to do this.</p> <p>Identify and discuss the negative affects of alcohol and tobacco.</p> <p>Be able to use strategies for avoiding or ignoring peer pressure.</p>	<p>Physical health Mental health Relationships Friends Family Value Embarrassed Roles Leaders Followers Assertive Agree/disagree Pressure Peers Guilt Advice Smoking Lungs Alcohol Liver Disease Anxiety Fear</p>

Music				Believe Opinion Right Wrong
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To know how it feels to be part of different relationships and how I contribute to them 2) To know that all people are unique and react differently 3) To know why some people smoke and the effect of peer pressure 4) To know the effect alcohol has on health and the reasons why some people drink 5) To know when people are putting me under pressure and how to resist it <p>6) Online Safety: Sheffield Scheme: Personal Information (C2): LC: To understand what information is and is not personal</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>SP1: Beethoven</p>	<p>Ludwig Van Beethoven was a very famous composer of classical music who lived in Germany between 1770 and 1827.</p> <p>He composed his music on a piano, but his compositions were performed by entire orchestras made up of many different instruments.</p> <p>Beethoven gradually lost his hearing as he grew older, but this did not stop him from performing beautiful pieces of music.</p> <p>A famous piece of his music is called his '5th symphony'. The main melody is very dramatic and often used to create suspense in films or other performances.</p> <p>A melody is the 'tune' of a piece of music. It is made up of notes from the 'key' that the notes are in. For example, if a song is in the key of C, all the notes in the melody will come from the C scale.</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Communicate personal ideas, thoughts and feelings to pieces of music, giving some reasons for these responses.</p> <p>Make sensible comments about others' work, suggesting ways to improve it.</p> <p>Identify some notes on a staff</p> <p>Begin to recognise note values (crotchets)</p> <p>Repeat simple rhythms and melodies and change and extend those I hear.</p> <p>Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>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>Beethoven Composer Classical music Orchestra Woodwinds Brass Percussion Strings Keyboards Piano Tin whistle Scale Major Minor Note Key Dynamics Tempo Melody Mood Musical score</p>

		<p>Songs in a major key sound happy whereas songs in a minor key sound sad.</p> <p>Once a piece of music has been learnt, it is important to practise and rehearse it before performing.</p>	<p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>When playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>Accept feedback and suggestions from others about my performances.</p>	<p>Notation Treble clef Crotchet Beat</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn about the life of Beethoven and appraise his music 2) To investigate and respond to Beethoven's 5th symphony 3) To learn the C major scale (tin whistle) 4) To identify and learn the notes used in Beethoven's 5th symphony 5) To rehearse and perform Beethoven's 5th symphony 				
	<p>SP2: Beethoven</p>	<p>Another famous piece of Beethoven's music is called 'Ode to Joy'.</p> <p>This piece of music came from his 9th symphony.</p> <p>As 'Ode to Joy' is in the key of C major, it is a happy and uplifting piece of music.</p> <p>Due to its positive mood, 'Ode to Joy' was chosen to be the EU's anthem in 1985.</p> <p>There are many elements of a piece of music that can be changed.</p> <p>The tempo of a song is how quickly or slowly it is played.</p> <p>The dynamics of a song are how loud or quiet it is.</p> <p>Once a piece of music has been learnt, it is important to practise and rehearse it before performing.</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Communicate personal ideas, thoughts and feelings to pieces of music, giving some reasons for these responses.</p> <p>Make sensible comments about others' work, suggesting ways to improve it.</p> <p>Identify some notes on a staff</p> <p>Begin to recognise note values (crotchets)</p> <p>Repeat simple rhythms and melodies and change and extend those I hear.</p> <p>Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>Play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse.</p> <p>Think about posture when playing and singing</p> <p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p>	<p>Beethoven Composer Classical music Orchestra Woodwinds Brass Percussion Strings Keyboards Piano Tin whistle Scale Major Minor Note Key Dynamics Tempo Melody Mood Musical score Notation Treble clef Crotchet Beat</p>

			When playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc. Accept feedback and suggestions from others about my performances.	
	Sequence of Lessons: 1) To investigate and respond to Beethoven’s ‘Ode to Joy’ 2) To identify and learn the notes used in Beethoven’s ‘Ode to Joy’ 3) To rehearse playing Beethoven’s ‘Ode to Joy’ (tin whistle) 4) To experiment with tempo and dynamics when playing Beethoven’s ‘Ode to Joy’ 5) To perform Beethoven’s ‘Ode to Joy’			
French	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: My Town Y3 to work on cycle 1: Core Unit 3	<p>In France, the currency they use is the Euro. A Euro is worth 100 cents.</p> <p>French number words don’t follow the same patterns as English number words.</p> <p>All French words are either masculine or feminine. This affects the pronouns which are linked to them.</p> <p>The order of words in French questions may be different to the same questions in English.</p> <p>What version of ‘you’ which is used (tu / vous) depends upon who is talking to whom.</p> <p>French verbs ending change depending on who is performing the verb.</p>	<p>Understand and be able to give simple directions to town buildings.</p> <p>Say and write from memory a few sentences about where they live.</p> <p>Be able to recognise some French prices with minimal aid.</p> <p>Read part of a story aloud to the class, with some support.</p> <p>Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly.</p> <p>Asking how much something costs and give prices</p> <p>Talk about what is in their town</p> <p>Give directions</p>	<p>Currency Euro Cents Numbers Gender Masculine Feminine Pronouns You Verb Verb ending</p> <p>French vocabulary about: Prices Numbers Buildings in a town Directions Shops Items from shops</p>

			Say the names of different shops	
			Say the names of items you might buy in a shop	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to ask how much something costs 2) To be able to talk about what is in my town 3) To be able to ask where something is 4) To know the names of different types of shops 5) To be able to ask for some items in a shop 			
<p>SP2: Describing People</p> <p>Y3 to work on cycle 1: Animals</p>	<p>Verbs in French have different endings depending upon who is performing them.</p> <p>Sentence structures in French may differ to those in English, even if the meaning is the same.</p> <p>In French, when there is more than one item, the article (determiner) will change. However, like in English, an S is usually added to the end of the noun.</p> <p>As in English, in French there are homophones – words which are the same but have different meanings.</p> <p>In French, as in English, there are words for degrees of things. For example, 'very' or 'quite'.</p> <p>The gender (masculine / feminine) of a noun can change the spelling and pronunciation of an adjective used to describe it.</p>	<p>Recognise and use singular subject pronouns and the present tense singular forms of some common verbs.</p> <p>Grasp the concept that some sentence structures differ in French.</p> <p>Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation.</p> <p>Use the correct articles with plural nouns when prompted.</p> <p>Write some simple French sentences to give a summary of a character from a story.</p> <p>Say colours that are useful for describing hair and eyes</p> <p>Describe physical features</p> <p>Describe a person's personality</p> <p>Say what they are wearing</p> <p>Use "il" and "elle" with "être" and "avoir"</p>	<p>Subject Pronoun Verbs Tense Present tense Sentence structure Pronunciation Articles / determiners Singular Plural Word Sentence</p> <p>French vocabulary about: Size Eye colour Gender Hair colour Hair style Personalities Clothes</p>	

Sequence of Lessons:

- 1) To be able to ask about someone's appearance and provide a basic description
- 2) To be able to talk about the colour of someone's hair
- 3) To be able to talk about the length and texture of someone's hair
- 4) To be able to discuss people's personalities
- 5) To be able to explain what clothes someone is wearing