

Term 1 Cycle A - Long, Long Ago: Conflict and Cooperation, Power and Downfall

Subject	Disciplinary Knowledge (Quigley/NC objective/ milestone)	Substantive knowledge
History	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p><u>Re-cap on historical skills and how we can find out about the past from artefacts.</u></p> <p><u>Historical Driver - Ancient Greece and Ancient Egyptians</u></p> <p>Chronology: Know the dates and locations of the earliest civilisations: Ancient Sumer - Indus Valley - Shang Dynasty - Ancient Egypt - Ancient Greeks - To know what 'chronology' means. To know how dates are written. To know that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). To know that the timeline used to be divided into BC and AD. To know when and where the first civilisations appeared - doing a more in depth study on Ancient Egypt To know that there were some advanced civilisations in the world 3,000 years ago and that Britain was not one of them.</p> <p>Invasion and Settlement To know who the Ancient Greeks and Ancient Egyptians were, and the area their Empires' covered.</p> <p>Everyday Life To identify how people used to live - foods they ate, their homes, jobs they did, clothes they wore To know the main characteristics of the Athenians and Spartans To know the influence the gods had on Ancient Greece and Egyptians. To know about the rights of different parts of Greek and Egyptian society</p> <p>Hierarchy and Power To understand how these civilisations were governed and be able to name key figures within the hierarchy/government.</p> <p>Legacy Can talk about the legacy left by Ancient Greece (democracy) and Egyptians - how this has impacted society today.</p>

<p><u>Science</u></p>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Investigate sound and hearing Know that sounds are made by something vibrating.</p> <p>Know how vibrations from sounds travel through a medium to the ear.</p> <p>Know that there are patterns between the pitch of a sound and features of the object that produced it.</p> <p>Know that there are patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know that sounds get fainter as the distance from the sound source increases.</p>
<p><u>Geography</u></p>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain their own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. <p>Communicate geographically Understand geographical representations, vocabulary and techniques. Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains. • human geography, including: settlements and land use. 	<p>To be able to use a 'mental map' to recall the location of countries pupils have studied.</p> <p>To be able to locate European countries - specifically Ancient Greece and Ancient Egypt.</p> <p>To be able to use a globe to gain a better understanding about countries' locations.</p> <p>To begin to understand how a country's location has helped establish an empire - trade routes etc.</p> <p>Know how to use geographical software to look at maps in the past and present day.</p> <p>To use old and modern maps to identify the differences between past and present.</p>

<p><u>Art</u></p>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Sculpture Know how to create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Know how to include texture that conveys feelings, expression or movement.</p> <p>Know how to use clay and other moldable materials.</p> <p>Know how to add materials to provide interesting detail.</p>
<p><u>DT</u></p>	<p>Master practical skills Develop the skills needed to make high quality products.</p> <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. 	<p>Food Know how to prepare ingredients hygienically using appropriate utensils.</p> <p>Know how to measure ingredients to the nearest gram accurately.</p> <p>Know how to follow a recipe.</p> <p>Know how to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>
<p><u>PSHE</u></p>	<p>Relationships Y3 How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>Health and wellbeing Y4 How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour</p>	<p>Know:</p> <ul style="list-style-type: none"> • how friendships support wellbeing • how to seek/offer support when lonely or excluded • how to build positive friendships • how to manage when there is a problem, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways

		<ul style="list-style-type: none"> • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<u>RE</u>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>What do Christians believe about God & Incarnation? Recall stories from the Bible of Jesus miracles</p> <p>Understand what Christians stories from the Bible say about who Jesus is</p> <p>Know that Christians believe that Jesus is the Son of God.</p> <p>Raise and suggest answers to relevant questions in response to their enquiry</p>
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<p>Perform (through Christmas event and Somerset Music lessons):</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>Transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. <p>Describe</p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
<u>Computing</u>	<ul style="list-style-type: none"> ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>Y3 Connecting computers</p> <ul style="list-style-type: none"> -To explain how digital devices function -To identify input and output devices

	<ul style="list-style-type: none"> ● understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network <p>Y4 The Internet</p> <ul style="list-style-type: none"> -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the WWW -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content
<p><u>French</u></p>	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<p>Phonics + I am learning French</p> <ul style="list-style-type: none"> • phonics sounds / phonemes in French: 'CH' 'OU' 'ON' 'OI' 'I', 'IN', 'IQUE' 'ILLE • Learn about France and the Francophone world • how to say basic greetings and how to ask somebody how they are feeling • how to ask and answer the question 'Comment t'appelles-tu ?' • numbers 1-10 in French. • how to recognise, recall and spell 10 different colours <p>Animals</p> <ul style="list-style-type: none"> • recognise, recall and spell ten different animals with their indefinite article/determiner • pronunciation and spelling of ten animals • focus on the indefinite article/determiner • introduced to the high-frequency irregular verb 'to be' in the first person singular
<p>PE</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate. • Take part in dance and gymnastics activities. • Take part in athletics activities. 	<p>Invasion and team games</p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p>Dance and gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences.

	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
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Term 2 Cycle A - Our Planet: Change and responsibility

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Geography link</p> <p>Know when major volcanic eruptions and earthquakes occurred in the past</p> <p>Know how major volcanic eruptions and earthquakes impacted their communities.</p> <p>Know that Vesuvius erupted in 79CE and that the people of Pompeii did not realise it was a volcano until it erupted.</p> <p>Know that the remains of Pompeii and Herculanium were uncovered in the 18th Century, over 1600 years after the eruption.</p> <p>Know that historians continue to discover details about everyday life, power and society as they excavate the remains of Pompeii.</p>

	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
<u>Science</u>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Understand movement, forces and magnets; understand what causes motion.</p> <p>Know that things move differently on different surfaces.</p> <p>Know that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Know how magnets attract or repel each other and attract some materials and not others.</p> <p>Know how to 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>Know magnets have two poles.</p> <p>Know that whether two magnets will attract or repel each other, depends on which poles are facing.</p>
<u>Geography</u>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>Geography drivers - European and World geography study and natural disasters</p> <p>Know at least five differences between living in the UK and a Mediterranean country</p> <p>Distinguish between the Northern and Southern hemisphere on both a world map and a globe.</p> <p>Know what causes an earthquake</p> <p>Know and explain how volcanoes are formed and what causes them to erupt.</p>

	<p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p>Communicate geographically Understand geographical representations, vocabulary and techniques.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Know and explain what some of the effects of a volcanic eruption would be and look at them in a specific example (Vesuvius in greater depth - history link).</p>
<u>Art</u>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Paint</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
<u>DT</u>		
<u>PSHE</u>	<p>Health and Wellbeing Y3 Why should we eat well and look after our teeth? Being healthy: eating well, dental care</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing)

	<p>Health and Wellbeing Y4 How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk</p>	<p>and flossing) and the importance of regular visits to the dentist</p> <ul style="list-style-type: none"> • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<p>What do Christians believe about Salvation?</p> <p>Know that Christians refer to Jesus as 'the Saviour'</p> <p>Explain the Christian Salvation story and that it makes four main claims</p> <p>Recall the key features and understand the context of the story of Zacchaeus</p> <p>Understand the message of such stories that Christians believe Jesus came to forgive and rescue everyone.</p> <p>Recall the story of Jesus' death on the cross.</p> <p>Understand that Christians believe that because Jesus died, they can be forgiven by God.</p>

	<ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. 	
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. • Recognise the notes EGBDF and FACE on the musical staff.
<u>Computing</u>	<ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Y3 Stop-frame animation</p> <ul style="list-style-type: none"> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation <p>Y4 Audio production</p> <ul style="list-style-type: none"> -To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio
<u>French</u>	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. 	<p>Fruits</p> <ul style="list-style-type: none"> • recognise, recall and spell ten different fruits with the singular indefinite article/determiner and in the plural form • how to formulate and express an opinion using the positive structure 'I like...' and the negative structure 'I do not like...' <p>Je peux... (I am able...)</p> <ul style="list-style-type: none"> • recognise, recall and spell ten different verbs • learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences • learning how to use the negative structure so they are able to say what they can do as well as what they cannot do

	<ul style="list-style-type: none"> • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Take part in dance and gymnastics activities. • Take part in athletics activities. • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Health and fitness</p> <ul style="list-style-type: none"> • Know that regular exercise contributes to a healthy lifestyle • Know how to use the exercise equipment to support fitness • aim to improve personal best performances <p>Ball control</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).

Term 3 Cycle A - Let Us Grow: Individuality, care, transformation

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. 	<p>Know about a key figure in botany (Carl Linneas) and how others responded to their ideas and studies.</p> <p>Know key dates relating to climate change (eg establishment of 'Green' parties/movements, critical dates for global temperature rises, significant impact of studies or actions leading to improvement).</p>

	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
<p><u>Science</u></p>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p><u>Grouping living things, classification keys and adaptation of living things.</u></p> <p>Biology - Understand plants, becoming familiar with different types of plants, their structure and reproduction:</p> <p>Know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Know 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>Know how water is transported within plants.</p> <p>Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Investigate living things, becoming familiar with a wider range of living things, including insects, and understanding life processes:</p>

		<p>Know that living things can be grouped in a variety of ways.</p> <p>Know about and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Know that environments can change and that this can sometimes pose dangers to living things.</p>
<p><u>Geography</u></p>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p>Communicate geographically Understand geographical representations, vocabulary and techniques.</p> <p>Describe key aspects of:</p>	<p>Geography driver - impact of climate change on biomes</p> <p>Know what a biome and climatic zone is including polar, temperate, arid, tropical, Mediterranean and tundra.</p> <p>Know the locations of some large vegetation zones on an atlas and describe some of the features.</p> <p>Know Climate Change is caused by humans</p> <p>Know some of the effects are a rise in carbon dioxide, a rise in global temperatures, melting of the ice caps which can cause a rise in sea level.</p>

	<ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
<u>Art</u>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
<u>DT</u>	<p>Master practical skills Develop the skills needed to make high quality products.</p> <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<p>Textiles Know there is the need for a seam allowance.</p> <p>Know how to join textiles with appropriate stitching.</p> <p>Know how to select the most appropriate techniques to decorate textiles.</p> <p>Materials Know how to cut materials accurately and safely by selecting appropriate tools.</p> <p>Know how to measure and mark out to the nearest millimetre.</p> <p>Know how to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Know how to select appropriate joining techniques.</p>
<u>PSHE</u>	<p>Relationships Y3 What are families like?</p>	<ul style="list-style-type: none"> • how families differ • positive features of family life

	<p>Families; family life; caring for each other</p> <p>Health and wellbeing Y4 What strengths, skills and interests do we have?</p> <p>Health and wellbeing Y4 How will we grow and change? Growing and changing; puberty <i>Y4 only, both cycles.</i></p>	<ul style="list-style-type: none"> • how people within families should care for each other • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
<p><u>RE</u></p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<p>What do Hindu people believe about Dharma, Deity and Atman?</p> <p>Dharma Recall stories from the Hindu book: The Ramayana, understand what they teach and know that Hindus think these are important guidelines for right-living. Understand why Hindus light lamps to celebrate Divali Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</p> <p>Deity Know that Hindu holy books describe Rama and Krishna as special people called Avatars. Know these are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</p> <p>Atman Recognise and describe a form of Hindu worship (called puja) Accurately and confidently use the terms: Mandir, shrine, puja, murti, prasad and arti. Know Hindus have a special place at home for performing puja. Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</p>

	<ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. 	
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • <i>Play notes on an instrument with care so that they are clear.</i> • <i>Perform with control and awareness of others.</i> • Choose, order, combine and control sounds to create an effect. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Understand layers of sounds and discuss their effect on mood and feelings.
<u>Computing</u>	<ul style="list-style-type: none"> - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Y3 Sequencing sounds</p> <ul style="list-style-type: none"> -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description <p>Y4 Repetition in shapes</p> <ul style="list-style-type: none"> -To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome
<u>French</u>	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. 	<p>In the Classroom</p> <ul style="list-style-type: none"> • recognise, recall and spell 12 different classroom items with their indefinite articles/determiners • how to ask and answer the question: 'what is in your pencil case?' • revisit possessive adjectives and apply this to their knowledge of the twelve classroom items • revisit negative structures, say what they do not have in their pencil cases. <p>Do you have a pet?</p>

	<ul style="list-style-type: none"> • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language. • learn how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have. • introduction to the structure 'that is called', to introduce their pets. • introduction to negative structures, to say which animals they do not have as pets. • use the conjunction 'but' to make sentences more complex and interesting
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Take part in dance and gymnastics activities. • Take part in athletics activities. • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p>Hitting/Fielding games</p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance.

Term 1 Cycle B - People who shaped us: Equality and legacy

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<p>Monarchs in Britain - ancient Roman rule and the Tudors and Stuarts</p> <ul style="list-style-type: none"> • To know when the Tudor period was and why it was named (battle of Bosworth and Henry VII). • To know who Henry VIII was, that he had 6 wives and why (local knowledge – filming of Wolf Hall) • To know that this was a period of religious change leading to the

	<ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>formation of the Church of England, the key legacy of the Tudors.</p> <ul style="list-style-type: none"> • To know who succeeded Henry VIII (Edward, Mary and Elizabeth) and that this eventually heralded the beginning of the Elizabethan period. • Know the Elizabethan era was one of discovery and exploration and understand the consequences of this. • Know that Shakespeare wrote plays for the Elizabethan court. • Make local historical connections: Tudor explorer John Cabot. • Know the first Stuart king was James I of England and James VI of Scotland, uniting England and Scotland for the first time. • Know what the English Civil war was about and that it occurred during the Stuart era, <ul style="list-style-type: none"> • Know about Wells' mediaeval history - visit Vicar's Close, the Cathedral and Bishops Palace to put the Tudor era in context, to learn about how the Cathedral survived the Reformation while Glastonbury Abbey did not and the impact of the Civil War on the Cathedral. <ul style="list-style-type: none"> • To understand that the Romans built an empire and when. • To know who founded Rome. • To know that the Romans invaded Britain and when this happened. • To know that there was resistance to the invasion of Britain by the Britons (Boudicca). • To know that slavery was commonplace. • To know that the Romans tried to invade Scotland (Hadrian's Wall) • To know that Romans built towns across Britain (Londinium, Bath). • To know that the Romans made changes to Britain and that this represented a time of extraordinary change in engineering and that would not be seen again until the beginning of the 1700s. • Know Charterhouse on the Mendips was a Roman town and they mined there from 49CE To know that the Romans mined on the Mendips - coal, lead ore
<p><u>Science</u></p>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. 	<p>Understand electrical circuits Know which common appliances run on electricity.</p> <p>Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Know 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>

	<ul style="list-style-type: none"> • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Know 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>Know some common conductors and insulators, and associate metals with being good conductors.</p>
<p><u>Geography</u></p>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<p>History link - Roman Britain</p> <p>Use computer mapping, aerial photos and OS maps to investigate Roman settlements and consider the reasons the locations were chosen (E.g. that the Mendip Hills were rich in iron, lead and zinc)</p>

	<p>Communicate geographically Understand geographical representations, vocabulary and techniques.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
<u>Art</u>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Digital media Know how to create images, video and sound recordings and explain why they were created.</p>
<u>DT</u>	<p>Master practical skills Develop the skills needed to make high quality products.</p> <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<p>Materials Know how to cut materials accurately and safely by selecting appropriate tools.</p> <p>Know how to measure and mark out to the nearest millimetre.</p> <p>Know how to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Know how to select appropriate joining techniques.</p> <p>Construction Know how to choose suitable techniques to construct products or to repair items.</p> <p>Know how to strengthen materials using suitable techniques.</p>

		<p>Mechanics Know how to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>Electricals and electronics Know how to create series and parallel circuits</p> <p>Computing Know how to control and monitor models using software designed for this purpose.</p>
<u>PSHE</u>	<p>Living in the wider world Y3 What makes a community? Community; belonging to groups; similarities and differences; respect for others</p> <p>Living in the wider world Y4 How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p>	<p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
<u>RE</u>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. 	<p>What do Muslim people believe about Islam and Iman?</p> <p>Islam Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. Identify the two main beliefs of Islam as: the belief in only one God, and the belief that Muhammad is the Messenger of God Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path The sujud position (prostration) reflects Muslim submission as a physical act. Salah can take place anywhere, as God created everything Raise and</p>

	<ul style="list-style-type: none"> • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. Attempt to support their answers using reasons and/or information</p> <p>Iman</p> <p>Know that Muslims believe that Muhammad had many revelations over 22 years. Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an. Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book. Know that God's message is known as the 'Straight Path' or the Shariah</p> <p>Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. Attempt to support their answers using reasons and/or information</p>
<p><u>Music</u></p>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • <i>Maintain a simple part within a group.</i> • <i>Play notes on an instrument with care so that they are clear.</i> • <i>Perform with control and awareness of others.</i> • Create accompaniments for tunes. • Use drones as accompaniments. • <i>Devise non-standard symbols to indicate when to play and rest.</i> • Evaluate music using musical vocabulary to identify areas of likes and dislikes.
<p><u>Computing</u></p>	<ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>Y3 branching databases</p> <ul style="list-style-type: none"> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool <p>Y4 Data logging</p>

		<p>To explain that data gathered over time can be used to answer questions</p> <ul style="list-style-type: none"> -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions
French	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<p>Phonics + Instruments</p> <ul style="list-style-type: none"> • phonics sounds / phonemes in French: 'CH' 'OU' 'ON' 'OI' 'I', 'IN', 'IQUE' 'ILLE • recognise, recall and spell 10 different instruments with their definite article/determiner • pronunciation and spelling of all ten instruments • focus on the definite article/ determiner. • introduce the verb 'to play (an instrument)' in the first person singular, to form a short sentence <p>Seasons</p> <ul style="list-style-type: none"> • recognise, recall and spell the four different seasons in the foreign language. • learn about what happens in each season and how to say and/or write a short sentence about the season. • be able to ask and answer (with justification) the question 'what is your favourite season?'
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Take part in dance and gymnastics activities. • Take part in athletics activities. • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Invasion and team games</p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p>Dance and gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Show changes of direction, speed and level during a performance.

		<ul style="list-style-type: none"> • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
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Term 2 Cycle B - Location, Location, Location: Navigation and Interconnection

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p><u>Build on prior knowledge of Romans and how they mined on the Mendips.</u> <u>Link to Science - Rocks and soils.</u></p> <p>To know that mining was very important to the south west of the UK, particularly Cornwall. To know the impact mines had on the South West of the UK both environmentally and economically. To use artefacts to ask questions about the mining age in the South West. To be able to place significant dates relating to mining in the South West on a timeline. To know how the mines in the South West changed over time. To know what the South West looked like now and in the past using maps, photographs etc. To know that Cornwall was the mining centre of the world.</p> <p>Mining in the Mendips started in the Iron Age 2000 years ago. Romans mined for coal on the Mendips and used the silver from the Lead Ore to pay their armies. The main age for mineral extraction was the late 1st Century AD. 100,00 tonnes of lead have been obtained from the Mendips. The most common minerals mined were lead, zinc and iron. Thousands of mines are scattered across the Mendips. Most of them remain unexplored. Ubley (Veb-ley) is thought to have been a Roman-British village for miners.</p> <p>To know mining started again in the 17th and 18th century and how this had changed from the Roman mines.</p>

	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>To know what impact the Cornish mines had on the Mendip mines in the 19th Century. To know that in the 18th Century Cornwall was the mining centre of the world.</p> <p>To know that whilst mining does not take place in the South West anymore it does happen in other parts of the UK. To know that mining techniques and mines are very different now.</p>
<u>Science</u>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Chemistry -Investigate materials States of Matter Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Rocks and Soils Know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Know in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Know that soils are made from rocks and organic matter.</p>
<u>Geography</u>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p><u>Build on knowledge of Wookey (Location, Location. Location) and Somerset (Our Planet)</u></p> <p>Regional geography study - place within UK</p> <p>Re-visit on Wookey and the local area. To know the physical and human geographical features of the South West with particular focus on Somerset and Cornwall. To know the key cities in the South West of the UK To know the land use patterns in the South West of the UK</p>

	<ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p>Communicate geographically Understand geographical representations, vocabulary and techniques.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>To know the main rivers that flow through the South West UK To know what the main economic activities are in the South West and the reasons for this. To begin to understand the impact mining had on the area - human and physical. To understand why the area was chosen for mining. To know that mining did not just happen in the South West. To know some of the other counties mining took place in and place these on a map. To compare and contrast features of mining areas - Were they all the same? To question and debate whether mining should take place/ can mines just open anywhere?</p> <p>To know how to use fieldwork to study an area - Mendips. fieldwork trip. To be able to use some fieldwork techniques e.g. surveys, sketches, graphs</p> <p>To use maps to locate physical features of the South West. To use maps and compasses to communicate features on a map.</p> <p>Potential trip to Somerset Earth Science Centre</p>
<p><u>Art</u></p>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p>	<p>Collage Know how to select and arrange materials for a striking effect.</p> <p>Know how to ensure work is precise.</p> <p>Know how to use coiling, overlapping, tessellation, mosaic and montage.</p>

	<p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	
<p><u>DT</u></p>	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Food</p> <p>Know how to prepare ingredients hygienically using appropriate utensils.</p> <p>Know how to measure ingredients to the nearest gram accurately.</p> <p>Know how to follow a recipe.</p> <p>Know how to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>
<p><u>PSHE</u></p>	<p>Health and wellbeing Y3 What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>Relationships Y4 How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday

		<p>surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <ul style="list-style-type: none"> • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
<u>RE</u>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>What do Jewish people believe about God and the Covenant and Torah?</p> <p>Know that Jewish people believe God first made his covenant agreement with Abraham. Recall the story of the giving of the 10 commandments to Moses: Understand that the Jews made an agreement or covenant with God Know that Jews celebrate the exodus at the week-long Passover festival and know the significance of the elements of Passover. Understand that Jews believe there is one God who should be placed above all else.</p> <p>Know that on the Shabbat Jews attend the synagogue, where they worship God and that the reading of the Torah is central to the service Know that importance of the scrolls is shown by the way they are: Never touched by human hands- a special pointer is used Each scroll has a mantle (cover) Once they have been used, they are returned to the Ark Know there is an ever-burning lamp outside the Ark to show God is always present Know that some Jews wear Tephilin (or Tefillin) and what these are. Know the Torah is written in Hebrew.</p>
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe</p>	<ul style="list-style-type: none"> • <i>Sing from memory with accurate pitch.</i> • <i>Sing in tune.</i> • <i>Pronounce words within a song clearly.</i> • <i>Show control of voice.</i>

	Appreciating the features and effectiveness of musical elements.	<ul style="list-style-type: none"> • <i>Recognise the notes EGBDF and FACE on the musical staff.</i>
<u>Computing</u>	<ul style="list-style-type: none"> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Y3 Desktop publishing</p> <ul style="list-style-type: none"> -To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing <p>Y4 Photo editing</p> <p>To explain that the composition of digital images can be changed</p> <ul style="list-style-type: none"> -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image
<u>French</u>	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<p>Vegetables</p> <ul style="list-style-type: none"> • how to recognise, recall and spell ten different vegetables with the plural definite article/determiner in the foreign language. • learn how to say 'a kilo of' plus a vegetable. • learn how to use the structure 'I would like' plus a quantity of various vegetables. • introduction to the conjunction 'and' formulate longer and more interesting sentences • learn transactional language to purchase vegetables at a market <p>Ice creams</p> <ul style="list-style-type: none"> • recognise, recall and spell ten different ice-cream flavours. • Learn the structure 'I would like' , scoops/tub/cone, along with the conjunction 'and' in for a role-play at an ice-cream parlour.
PE	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Health and fitness</p> <ul style="list-style-type: none"> • Know that regular exercise contributes to a healthy lifestyle • Know how to use the exercise equipment to support fitness

	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Take part in dance and gymnastics activities. • Take part in athletics activities. • Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • aim to improve personal best performances <p>Ball control</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
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Term 3 Cycle B - A World of Discovery: Curiosity and Innovation

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
History	<p>Investigate and interpret the past Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology Understand how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Science Driver - Light</p> <p>The impact of light on human civilisation.</p> <p>How has it been used through time? - pyramids, sun dials, light bulb, stone age</p> <p>Biography Thomas Edison</p> <p>Timeline - chronological knowledge - timepieces across time, Stonehenge (theory, overview as Stonehenge explored in detail in KS2)</p>

	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate historically Use historical vocabulary and techniques to convey information about the past.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
<p><u>Science</u></p>	<p>Work scientifically Know the methodologies of the discipline of science.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Biology Understand animals and humans</p> <p>Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Know that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Know the simple functions of the basic parts of the digestive system in humans.</p> <p>Know the different types of teeth in humans and their simple functions.</p> <p>Understand light and seeing Know that we need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>Know that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Know that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>

		Construct and interpret a variety of food chains, identifying producers, predators and prey.
<u>Geography</u>	<p>Investigate places Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns Understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p>Communicate geographically Understand geographical representations, vocabulary and techniques.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<p>Incidental Geography linked to history and science.</p> <p>Focus on locational knowledge, being aware of where the innovators were based, where developments occurred.</p>

	<ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
<u>Art</u>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Master techniques In painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<p>Science Driver - The use of light in art</p> <p>Drawing Know how to use different hardnesses of pencils to show line, tone and texture.</p> <p>Know how to annotate sketches to explain and elaborate ideas.</p> <p>Know how to sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Know how to use shading to show light and shadow.</p> <p>Know how to use hatching and cross hatching to show tone and texture.</p>
<u>DT</u>		
<u>PSHE</u>	<p>Health and wellbeing Y3 Why should we keep active and sleep well? Being healthy: keeping active, taking rest</p> <p>Health and wellbeing Y4 How will we grow and change? Growing and changing; puberty <i>Y4 only, both cycles.</i></p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
<u>RE</u>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. 	<p>What do Christians believe about Agape?</p> <p>Know Christians try to be like Jesus and obey his teachings in the things that they think and do. Recall the story of the Good Samaritan Luke 10.25-37. Know the context and background to the story</p>

	<ul style="list-style-type: none"> • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p>Reflect</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p>Understand values</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>Know how this and other teachings of Jesus display disinterested love (agape) being shown to all</p> <p>Humanism</p> <p>Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.</p> <p>Be able to tell another person what is meant by 'Humanist' and 'atheist'.</p> <p>Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</p> <p>Be familiar with what the 'happy human' symbol means to Humanists.</p>
<u>Music</u>	<p>Perform Understanding that music is created to be performed.</p> <p>Compose Appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • <i>Play notes on an instrument with care so that they are clear.</i> • <i>Perform with control and awareness of others.</i> • Use digital technologies to compose pieces of music. • Create repeated patterns with a range of instruments. • <i>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</i>
<u>Computing</u>	<ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Y3 Events and actions in programmes</p> <ul style="list-style-type: none"> -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features <p>Y4 Repetition in games</p> <ul style="list-style-type: none"> -To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program

		<p>-To design a project that includes repetition -To create a project that includes repetition</p>
French	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<p>Presenting Myself</p> <ul style="list-style-type: none"> • revise basic greetings and learn how to ask and answer the question 'how are you?' • learn how to ask and answer the question 'what is your name?' • learn numbers 11-20 in the foreign language. • be able to say how old they are. • ask and answer the question 'where do you live?' • be introduced to simple adjectival agreement <p>Goldilocks</p> <ul style="list-style-type: none"> • learn how to decode and break down longer and more complex texts in the foreign language. • learn and retain new vocabulary from the story. • write their own story in French
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • Take part in dance and gymnastics activities. • Take part in athletics activities. • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p>Hitting/Fielding games</p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance.