



# Fell Dyke Community Primary School

## Year 3/4 Curriculum Map 2017 – 2018 – Cycle A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	Incredible Inventions	<b>A Step Back in Time</b>	<b>Fair is Fair</b>	<b>We're all Equal</b>	<b>Vicious Vikings</b>	
Educational visits	Baltic – Victorians/bridges	Beamish/Victorian workshop	Centre for Life	Visit local shops to explore fair trade goods	York/Holy Island – Lindisfarne Shipley Art Gallery – Viking art	
Curriculum Experience					Durham University artefacts	
Literacy Genre	Adventure / Fantasy (4 weeks) Non-fiction – Explanations (3 weeks)	Narrative: Historical Fiction (Settings)(4 weeks) Non-Fiction: Discussion (3 weeks)	Narrative: Film Narrative Non-Fiction: Recounts/Journalistic Writing (3 weeks)	Narrative: Historical fiction ( <i>From Other Cultures</i> 3 weeks) Non-Fiction: Report Poetry – Visual Poems	Non-Fiction: Persuasion (3 weeks) Narrative: Myths and Legends (4weeks)	Poetry – structured Poems/Free Verse (2 weeks) Non-Fiction: (3 weeks) Report
Core Text	The Iron Man	Oliver Twist	Charlie and the Chocolate Factory	Kingdom of Benin Short Stories by Fidelia Nimmons Nelson Mandela Long Walk to Freedom (picture book)	Odd and the Frost Giants (Genre - mythology)	A selection of poems linked to the Viking theme.
Follow up genre	Adverts for Victorian Inventions (persuasive writing)	Non-fiction genre from last half term  Explanations – Victorian 'how to'.	Non-fiction genre from last half term  Discussion/ debates – do they deserve the Golden Tickets? <b>Article 12: our right to have our say and to be listened to.</b>	Non-fiction genre from last half term  News reports – apartheid/ Nelson Mandela death. <b>Article 2: our rights apply to us all, no matter our race, religion, ability or where we come from.</b>	Non-fiction genre from last half term  Reports – Viking Raids information texts	Non-fiction genre from last half term  Explanations
Maths	WHITE ROSE MATHS CURRICULUM					
Science	<p><b>Scientific Skills</b>            I can create investigation questions            I can decide on an appropriate approach to answer my question            I can identify the variables of a fair test            I can make predictions            I can make observations to find out what happens in an experiment            I can take clear measurements            I can record measurements and results accurately            I can draw conclusions about what I have seen            I can say if my prediction was correct or incorrect</p>					
	<p><b>Statutory Requirements Electricity</b></p> <ul style="list-style-type: none"> <li>Identify common electrical appliances</li> <li>Construct a simple series</li> </ul>	<p><b>Statutory Requirements Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associate with</li> </ul>	<p><b>Statutory Requirements States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are</li> </ul>	<p><b>Statutory Requirements Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Describe simple functions of the basic parts of the</li> </ul>	<p><b>Statutory Requirements Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>Recognise that living things</li> </ul>	

	<p>circuit, identify and name basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit – context, lamp lit in simple series circuit</li> <li>Recognise common conductors and insulators, (metals with being good conductors).</li> </ul> <p>Investigation Question</p> <p>Creating simple circuits, identifying errors in circuits, electricity safety.</p> <p><b>Does the order/amount of components in a circuit affect its effectiveness?</b></p> <p><b>What materials work as conductors and insulators?</b></p> <p><b>The children will create circuits with bulbs, buzzers and switches. They will explore how circuits can be made with limited materials. They will understand how a switch acts as a break in the circuit and understand how to represent these correctly as symbols.</b></p>	<p>something vibrating</p> <ul style="list-style-type: none"> <li>Recognise that vibrations travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p>Investigation Question</p> <p>Creating instruments, investigate sound proofing</p> <p><b>What materials work well as sound proofing equipment?</b></p> <p><b>How can we change the pitch of a sound from a homemade instrument?</b></p> <p><b>The children will explore how different sounds are created and how sounds travel. They will learn about the human ear and how vibrations create sound.</b></p>	<p>heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p>Investigation Question</p> <p><b>When you change the state of chocolate by heating can it return to its original state by cooling?</b></p> <p><b>How can you keep a cup of tea hot?</b></p> <p><b>The children will investigate the changing states of materials. They will learn about reversible and irreversible change, such as the processes of condensation and evaporation in the water cycle.</b></p>	<p>digestive system in humans</p> <ul style="list-style-type: none"> <li>Identify types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Investigation Question</p> <p><b>What liquid will rot away your teeth quickest? (Eggs)</b></p> <p><b>How does your food digest?</b></p> <p><b>The children will learn about the human body, including the digestive system and the different parts and types of teeth. They will investigate the process of tooth decay, making observations and measurements over time.</b></p> <p><b>Article 24: our right to be healthy.</b></p>	<p>can be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Investigation Question</p> <p><b>How many living things do you think live in a given area of the outdoor environment?</b></p> <p><b>How can we investigate the green house effect?</b></p> <p><b>The children will learn about food chains and the classification of plants and animals. They will begin to understand how environments change and how humans can impact upon this e.g. global warming/ the greenhouse effect.</b></p> <p><b>Article 29: developing our respect for the environment.</b></p>
Humanities	<p><u>History Skills</u></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li><input type="checkbox"/> Order significant events and dates on a timeline.</li> <li><input type="checkbox"/> Describe the main changes in a period in history.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Look at different versions of the same event in history and identify differences.</li> <li><input type="checkbox"/> Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>			<p><u>Geography Skills</u></p> <p>Name and locate countries, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Establish an understanding of the interaction between physical and human processes.</p> <p>Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>		<p>Use symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.</p>		
<p><b><u>History Area Of Study</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>The children will learn about Queen Victoria and a variety of inventions during that time, including the Swing Bridge in Newcastle and the first hydroelectric lightbulb.</b></p>	<p><b><u>History Area Of Study</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Continuing their study on The Victorians, the children will learn about the lives of children in this time period and compare it to how they live today.</b></p> <p><b>Article 37: No child should be tortured or suffer other cruel treatment or punishment.</b></p> <p><b>Article 33: Governments must protect children from work that is dangerous or might harm their health or education.</b></p> <p><b>Article 28: our right to an education</b></p>	<p><b><u>Geography Area Of Study</u></b></p> <p><b>The children will develop their knowledge of the world. They will look at physical factors such as climate and human factors. They will learn how chocolate is made and explore Fair Trade. This will be linked to discussions about their rights and the rights of others.</b></p>	<p><b><u>History Area Of Study</u></b></p> <p><b>The children will learn about Benin, a non-European society (West Africa) that provides contrasts with British history. AD 900-1300.</b></p> <p><b>The children will learn about the important events in Benin's history. The learning will be link with art and design.</b></p> <p><b>Article 29: developing our respect for human rights, respect for our own culture and respect for other cultures.</b></p>	<p><b><u>History and Geography Area Of Study</u></b></p> <p><b>The children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>The children will learn about the early Viking raids at Lindisfarne and explore how the Vikings still impact on our lives today. This will be closely linked to the study of settlements and maps in geography. The children will learn about some of the physical and human factors which contribute to settlement growth.</b></p>
<p>Geography Skills Where would Queen Victoria travel?</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> <p>Use maps. Atlases, glocs and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.</p>		<p>Geography Skills</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Artic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>Geography Skills</p> <p>Describe and understand key aspects of human geography including: types of settlement and land use.</p>

	<p>Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Use a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of physical geography including: rivers and the water cycle.</p> <p>Understanding geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>				
Computing	<p><b>Online Safety &amp; Core Skills</b></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>The children will:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b>Article 13: our right to information, as long as it is within the law.</b></p> <p><b>Article 16: our right to privacy.</b></p>	<p><b>Digital Literacy &amp; ICT + Independent Learning Lessons</b></p> <p><i>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.</i></p> <p>* This is the key computing objective and it is expected that this will be the focus in approximately 70% of lessons.</p>	<p><b>Computer Science</b></p> <p><i>Design, write and debug programs that accomplish specific goals</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><b>Digital Literacy &amp; ICT +Independent Learning Lessons</b></p> <p>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</p> <p><i>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.</i></p> <p>* This is the key computing objective and it is expected that this will be the focus in approximately 70% of lessons.</p>	<p><b>Digital Literacy &amp; ICT</b></p> <p><i>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.</i></p> <p>* This is the key computing objective and it is expected that this will be the focus in approximately 70% of lessons.</p>	<p><b>Digital Literacy &amp; ICT +Independent Learning Lessons</b></p> <p>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> <p><b>* This is the key computing objective and it is expected that this will be the focus in approximately 70% of lessons.</b></p>
RE	<p>Symbolism in Religions (Messages without Words)</p> <p><b>The children will learn about religions and religious symbols in the local community e.g. religious dress (Judaism); religious objects and artefacts in the local church.</b></p>	<p>The Music of Christmas</p> <p><b>Article 14: our right to think and believe what we want and to practise our religion.</b></p>	Rules in Religion	Prayer & Worship	Leadership	

Art & Design	<p><b><u>Ongoing Skills</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li><input type="checkbox"/> Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li><input type="checkbox"/> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li><input type="checkbox"/> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li><input type="checkbox"/> Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p><b>Article 31: our right to take part in a wide range of artistic activities</b></p>					
	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make informed choices in drawing inc. paper and media.</li> <li><input type="checkbox"/> Alter and refine drawings and describe changes using art vocabulary.</li> <li><input type="checkbox"/> Collect images and information independently in a sketchbook.</li> <li><input type="checkbox"/> Use research to inspire drawings from memory and imagination.</li> <li><input type="checkbox"/> Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p><b>Children will make observational sketches of the bridges of Newcastle/ Gateshead (linked to Baltic visit and history theme).</b></p>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make and match colours with increasing accuracy.</li> <li><input type="checkbox"/> Use more specific colour language e.g. tint, tone, shade, hue.</li> <li><input type="checkbox"/> Choose paints and implements appropriately.</li> <li><input type="checkbox"/> Plan and create different effects and textures with paint according to what they need for the task.</li> <li><input type="checkbox"/> Show increasing independence and creativity with the painting process.</li> </ul> <p><b>Design and make Victorian Christmas cards</b></p>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make informed choices about the 3D technique chosen.</li> <li><input type="checkbox"/> Show an understanding of shape, space and form.</li> <li><input type="checkbox"/> Plan, design, make and adapt models.</li> <li><input type="checkbox"/> Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li><input type="checkbox"/> Use a variety of materials.</li> </ul> <p><b>Tin foil figures of characters Fruit models Banana trees</b></p>	<p><b><u>Collage/Textiles</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Match the tool to the material.</li> <li><input type="checkbox"/> Combine skills more readily.</li> <li><input type="checkbox"/> Choose collage or textiles as a means of extending work already achieved.</li> <li><input type="checkbox"/> Refine and alter ideas and explain choices using an art vocabulary.</li> <li><input type="checkbox"/> Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li><input type="checkbox"/> Experiments with paste resist</li> </ul> <p><b>Beatriz Milhazes- collages Batik</b></p>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research, create and refine a print using a variety of techniques.</li> <li><input type="checkbox"/> Select broadly the kinds of material to print with in order to get the effect they want</li> <li><input type="checkbox"/> Resist printing including marbling, silkscreen and coldwater paste.</li> </ul> <p><b>Children will create Viking designs (swords and shields), as well as Viking prints and designs.</b></p>	<p><b><u>Artist Study</u></b> <b>Whole school artist TBC</b></p>
Design & Technology	<p><b><u>On Going Skills</u></b></p> <p><b>Mouldable materials: (Sculptures in Spring 1)</b> Can I take time to consider how I could have made my idea better? Can I work at my product even though their original idea might not have worked?</p> <p><b>Stiff and flexible sheet materials:</b> Can I measure carefully so as to make sure I have not made mistakes? Can I attempt to make my product strong?</p> <p><b><u>Design</u></b> Can I come up with at least one idea about how to create my product? Can I take account of the ideas of others when designing? Can I produce a plan and explain it to others? Can I suggest some improvements and say what was good and not so good about my original design?</p> <p><b><u>Make</u></b> Can I show I am conscience of the need to produce something that will be liked by others? Can I show a good level of expertise when using a range of tools and equipment? Can I explain how my product will appeal to the audience? Can I use a range of tools and equipment expertly?</p> <p><b><u>Evaluate</u></b> Can I begin to explain how I can improve my original design? Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria?</p>					

	<p><b><u>Technical Knowledge</u></b></p> <p><b>Electrical &amp; mechanical components:</b>  Can I select the most appropriate tools and techniques to use for a given task?  Can I make a product which uses both electrical and mechanical components?  Can I use a simple circuit?  Can I use a number of components?  Can I add things to my circuits?  How have I altered my product after checking it?  Can I be confident about trying out new and different ideas?</p> <p><b>Design and create an Iron Man model with electrical lights for eyes (science/English link)</b></p>	<p><b><u>Technical Knowledge</u></b></p> <p><b>Mainly art focus this term</b></p> <p><b>Children will design and create cross stitches (linked to study of Victorian pastimes).</b></p>	<p><b><u>Technical Knowledge</u></b></p> <p><b>Cooking and nutrition:</b>  Can I say what to do to be hygienic and safe?  Can I think what I could do to present my product in an interesting way?</p> <p><b>Design a new chocolate bar / fruit muffins – taste tests, market research, costing, food labelling, measuring.</b></p>	<p><b><u>Technical Knowledge</u></b></p> <p><b>Textiles:</b>  Can I think what the user would want when choosing textiles?  Can I think about how to make my product strong?  Can I devise a template?  Can I explain how to join things in a different way?</p> <p><b>Design an African t-shirt – stitching designs, using fabric glue (link to batik sessions for children to decorate their fabric)</b></p>	<p><b><u>Technical Knowledge</u></b></p> <p><b>Mainly art focus this term</b></p> <p><b>Design and make Viking long ships / shields / weapons.</b></p>	<p><b><u>Technical Knowledge</u></b></p> <p>Cams</p> <p><b>Children will design and make their own habitat scene, with a front image and a cam mechanism.</b></p>
Music	<p><b><u>Performing</u></b>  <b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can sing in tune with expression</li> <li>I can control my voice when singing</li> <li>I can play clear notes on instruments</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically</li> <li>I can sing songs from memory accurate pitch</li> <li>I can improvise using repeated patterns</li> </ul> <p><b><u>Composing (inc. Notation)</u></b>  <b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can use different elements in my composition</li> <li>I can create repeated patterns with different instruments</li> <li>I can compose melodies in songs</li> <li>I can create accompaniments for tunes</li> <li>I can combine different sounds to create a specific mood or feeling</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can use notations to record and interpret sequences of pitches</li> <li>I can use standard notation</li> <li>I can use notations to record compositions in a small group or on my own</li> <li></li> </ul> <p><b><u>Appraising</u></b>  <b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can improve my own work; explain how it has improved</li> <li>I can use musical words (the elements of music) to describe a piece of music and composition</li> <li>I can use musical words to describe what I like and dislike</li> <li>I can recognise the work of at least one famous composer</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can explain the place of silence and say what effect it has</li> </ul>					

- I can start to identify the character of a piece of music
- I can describe and identify the different purposes of the music
- I can begin to identify with the style of the work of (Beethoven / Mozart and Elgar)

**Article 31: our right to take part in a wide range of artistic activities**

<p>Physical Education</p> <p><b>Article 24: our right to be healthy.</b></p>	<p><b>Gymnastics Skills</b> Perform actions and balances with control.</p> <p>Include a change of direction in sequences.</p> <p>Perform body shapes and agilities with control.</p> <p>Include changes of speed and level in a sequence.</p> <p>Include a range of movements when travelling including twisting and turning.</p> <p>Include a range of shapes in sequence.</p> <p>Plan, perform and repeat longer sequences.</p> <p>Adapt their own movements to include a partner in a sequence.</p> <p>Perform a sequence at the same time as their partner so we start and finish at the same time. Work with a partner to create, repeat and improve a sequence with at least three phrases.</p> <p>Describe possible improvements to their own and others' performance.</p> <p><b>Supporting resources to teach skills:</b> A4L Year 4 Gymnastics Unit 4 TOPS Gymnastics Cards Val Sabin Gym Key Stage Two PESSCL Gymnastics Cards</p> <p><b>Events</b> Gymnastics Intra-school Competition</p>	<p><b>Dance Skills</b> Take the lead when working with a partner or group. Use dance to communicate an idea. Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently. Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. Know how to warm up and cool down safely Describe, interpret and evaluate dance, using appropriate language.</p> <p>Supporting resources to teach skills: A4L Year 4 Dance Unit 9 TOPS Dance Cards Val Sabin Dance Key Stage Two PESSCL Dance Cards</p> <p><b>Events:</b> Intra School Competition</p>	<p><b>Invasion Games -Rugby Focus</b> Use different techniques to pass the ball. Move to different positions to receive the ball. Move to intercept the ball. Show consistency, control and speed. Have simple plans that they know will work. Explain the tactics they have used. Say what went well and what could improve.</p> <p><b>Supporting Resources:</b> A4L Invasion Games</p> <p><b>Events:</b> Intra School Competition Y4 Rugby League</p>	<p><b>Striking and Fielding Skills – Hockey Focus</b> Hit the ball into a target area. Throw the ball to others. Use an over arm throw to throw the ball long distances. Catch accurately. Catch with one hand.</p> <p>Supporting resources to teach skills: A4L Year 3/4 Striking and Fielding Unit 1 TOPS Games Cards Val Sabin Games Key Stage Two. PESSCL Games Cards</p> <p><b>Events</b> Quicksticks Hockey Intra-school</p>	<p><b>Invasion Games Skills – Football Focus</b> Keep possession of the ball. Shoot at a small target accurately. Pass the ball to an identified player. Move into a space to receive the ball from another player. Attack a space to intercept the ball from a player on the opposing team. Dribble the ball with control and speed.</p> <p>Supporting resources to teach skills: TOPS Games Cards Val Sabin Games Key Stage Two PESSCL Games Cards</p> <p>Events Year 4 Football Sainsbury's School Games Day</p>	<p><b>Athletics Skills</b> Run over a long distance. Throw in different ways and choose the best way to go further. Hit a target. Jump in different styles and choose the best way to go further.</p> <p>Supporting resources to teach skills: A4L Year 4 Athletics activities – evaluating A4L Year 4 Athletics activities – relays TOPS Athletics Cards Elevating Athletics PESSCL Athletics Cards</p> <p>Events Year 4 Quadkids Athletics Sports Day</p>
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<p>Modern Foreign Language</p>	<p><b>Listening and responding:</b>          Demonstrate an understanding of a range of familiar spoken phrases through responses, simple translation, games or actions.          Begin to identify and differentiate between different phonic sounds.          Begin to seek clarification.</p> <p><b>Speaking:</b>          Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases.          Develop a greater awareness of correct pronunciation through recognition of an increased number of phonic sound patterns.          Begin to ask simple familiar questions.          Take part in simple role plays.</p> <p><b>Reading and responding:</b>          Match sound to print by reading aloud familiar words and phrases with increased accuracy.          Actively participate in the reading of familiar traditional tales in the target language.          Begin to use dictionaries to find out the meanings of new words.          Apply phonic knowledge to read some unfamiliar words.</p> <p><b>Writing:</b>          Write one or two short sentences following a model with increased accuracy.          Begin to write familiar words and short phrases from memory with the emphasis on conveying meaning.</p> <p><b>Grammar:</b>          Demonstrate a greater awareness of French grammar by identifying masculine and feminine nouns with increased accuracy.          Change sentences from the first to third person singular.          Recognise with increased accuracy masculine and feminine forms.          Begin to identify key grammatical features in the language, e.g. verbs, personal pronouns, etc.</p>					
<p>PSHE&amp;C</p>	<p><b>We are all the same and we are all different.</b></p> <p><b>The children will learn what it means to be part of different communities. They will learn about British values and what it means to be British.</b></p> <p><b>Article 12: our right to have our say and to be listened to.</b></p> <p><b>Article 2: our rights apply to us all, no matter our race, religion, ability or where we come from.</b></p>	<p><b>Children will explore Feelings and Emotions</b>          Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p>	<p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe.</p> <p><b>Article 36: our right to be protected from harm</b></p>	<p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p>	<p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p><b>Our right to be safe</b></p>	<p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p> <p><b>Article 27: our right to have a good standard of living</b></p>