

Year 3/4 Cycle A

Autumn 1 & 2: The Great Kapok Tree (4 weeks)

Science – Rainforests Amazon Environmental study

- Can I discover where the rainforests are in the world and locate them on a map?
- Can I explore the layers of vegetation in a rainforest?
- Can I investigate the climate of the rainforest?
- Can I find out about the people and settlements of the rainforest?
- Can I explore why the rainforest is under threat?
- Can I explore what measures are taken to protect the rainforest?
- Can I describe the Amazon River?
- Can I compare the Amazon River to the River Thames?

AUTUMN 1 – Non-linked

Art – Observational drawings – Inspirational Artist

- Can I compare the work of different artists?
- Can I explore work from different cultures?
- Can I understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express?
- Can I experiment with different styles that artists have used?
- Can I explain art from other periods of history?

French – This is me

- Can I understand and give different greetings in French?
- Can I use French greetings according to the time of day?
- Can I ask about and express feelings when greeting someone?
- Can I ask and respond to questions to give personal information?
- Can I understand and exchange written information?

RE – RE: JC - What are the rules?

How do people make moral decisions?

- Can I say why rules are important?
- Can I say what the rules are for two religions represented in our community?
- Can I re-tell the story of Moses and the ten commandments?
- Can I re-tell a story from another religion about rules or guidance on how to live with and how to respond to others?
- Can I explain what moral values are?
- Challenge: Can I compile my own list of moral rules?

Computing – Microsoft software skills

(Microsoft Word)

- Can I use basic computer skills?
- Can I change the case of text?
- Can I align text?
- Can I insert and format text boxes?
- Can I add and edit images into word?
- Can I use the spellchecker tool?
- Can I use words to create an information poster?

Music - Body and turned Percussion.

Theme: Rainforests

- Can I identify structure and texture in music?
- Can I use body percussion?
- Can I create musical rhythms using body percussion?
- Can I create a simple tune?
- Can I build and improve a composition?

PE - Moving and travelling.

OAA and Fundamentals

OAA (3)

- Can I develop co-operation and teamwork skills?
- Can I develop trust and teamwork?
- Can I involve all team members to work towards a shared goal?
- Can I develop trust whilst listening to others and following instructions?
- Can I identify objects, draw and follow a simple map?
- Can I draw a route using directions, orientate a map and navigate around a grid?

Fundamentals

- Can I develop balancing and understand the importance of this skill?
- Can I develop technique when running at different speeds?
- Can I develop agility using a change of speed and direction?
- Can I develop technique and control when jumping, hopping and landing?
- Can I develop skipping with a rope?
- Can I apply fundamental skills to a variety of challenges?

The rhythm of the rain (4 weeks)

Science – States of Matter (Year 4)

- Can I compare and group materials together, according to whether they are solids, liquids or gases?
- Can I explain what happens to materials when they are heated or cooled?
- Can I measure or research the temperature at which different materials change state in degrees Celsius?
- Can I use measurements to explain changes to the state of water?
- Can I identify what the terms evaporation and condensation mean?
- Can I explain what happens over time to materials such as puddles on the playground or washing hanging on a line?

Think Pink: Explain why washing dries quicker on a sunny day.

Geography – Physical geography – The water cycle

- Can I understand the importance of water?
- Can I understand the water cycle?
- Can I describe the water cycle?
- Can I use my understanding of the water cycle?

Rhythm of the Rain and Flotsam (4 weeks)

Art – Sculpture – Gaudi

- Can I add onto my work to create texture and shape?
- Can I work with Lifesize materials?
- Can I experiment with and combine materials and processes to design and make 3D form?
- Can I begin to sculpt clay and other mouldable materials?
- Can I use ceramic mosaic to produce a piece of art?
- Can I combine visual and tactile qualities?
- Can I combine pattern, tone and shape?
- Can I create models on a range of scales?
- Can I create work which is open to interpretation from the audience?

AUTUMN 2 – Non-linked

French – School Days unit

- Can I develop accurate pronunciation and intonation?
- Can I link the spelling, sound and meaning of number words?
- Can I use the correct definite article and identify cognates and near cognates?
- Can I say and write descriptive phrases?
- Can I adapt phrases to build new sentences?

RE – How is Christmas celebrated in other countries?

What can we learn from different members/expressions of the _____ tradition?

- Can I explain why Christians celebrate Christmas?
- Can I say what the four themes of Advent are?
- Can I say how Christmas is celebrated in Mexico and what happens 9 days before Christmas?
- Can I say how Christmas is celebrated in Poland and why a twelve-course meal is eaten?
- Can I say how Christmas is celebrated in Norway?
- Challenge: Can I say what the similarities and differences are between Christmas celebrations and traditions around the world?

Computing – Technology in our lives

Computing systems and networks – Connecting computers.

- Can I explain how digital devices function?
- Can I identify input and output devices?
- Can I recognise how digital devices can change the way that we work?
- Can I explain how a computer network can be used to share information?
- Can I explore how digital devices can be connected?
- Can I recognise the physical components of a network?

Music – Body and turned Percussion.

Theme: Rain forests

- Can I identify structure and texture in music?
- Can I use body percussion?
- Can I create musical rhythms using body percussion?
- Can I create a simple tune?
- Can I build and improve a composition?

PE – Sending and receiving – Ball skills and Netball

Ball Skills

- Can I develop tracking and collecting skills?
- Can I develop confidence and accuracy when tracking a ball?
- Can I develop dribbling skills with hands and feet?
- Can I develop catching skills using one and two hands?
- Can I explore and develop a variety of throwing techniques?
- Can I use tracking and sending skills with feet?
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Netball

- Can I develop passing and moving and play within the footwork rule?
- Can I use a variety of passes to move towards a goal?
- Can I develop movement skills to lose a defender?
- Can I defend an opponent and try to win the ball?
- Can I develop the shooting action?
- Can I apply skills and knowledge to play games using netball rules?

Spring 1: Tales of Wisdom and Wonder (6 weeks)

Geography – European Country Studies – France

- Can I locate France on a map?
- Can I research famous French landmarks (human features)?
- Can I identify some of the physical features of France?
- Can I understand the natural geography of France?
- Can I compare Paris and Watton?
- Can I research famous French people?
- Can I learn about the French diet?
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Science – Magnets (Year 3)

- Can I compare how things move on different surfaces?
- Can I observe that magnetic forces can be transmitted without direct contact?
- Can I observe how magnets attract and repel each other?
- Can I classify which materials are attracted to magnets and which are not?
- Can I notice that some forces need contact between two objects so magnetic forces can act at a distance?
- Can I compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
- Can I identify some magnetic materials?
- Can I describe magnets having two poles? (N and S)
- Can I predict whether two magnets will attract or repel each other depending on which poles are facing?
- Can I investigate strengths of different magnets and find fair ways to compare them?

DT: Textiles – Making a bag for a Peddler

- Can I understand why designers use stitching to decorate a fabric product?
- Can I decide how designers know what will appeal to their audience?
- Can I conclude why my research help me?
- Can I decide stitches will result in most aesthetically pleasing for my product?
- Can I use a range of stitches to create a decorative pattern?
- Can I evaluate my product against my design criteria?

Spring 1 – Non-linked

French – Birthday celebrations

- Can use numbers one to thirty-one in French?
- Can I recognise the months of the year in French?
- Can I locate and express information about important dates?
- Can I apply new vocabulary to write sentences about birthdays?
- Can I apply knowledge of number words to write descriptive sentences?

RE: What is Judaism?

Where do religious beliefs come from? What do ____ believe about God?

- Can I describe what the Torah is?
- Can I explain who Abraham, Moses and David were?
- Can I explain what the Jewish 'covenant with God' is?
- Can I explain what the 'Magen David' is?
- Can I explain what happens in a synagogue?
- Can I explain why Shabbat is so important?
- Can I explain what Bar Mitzvah and Bat Mitzvah is?
- Challenge: Can I explain what beliefs Jews and Christians have in common?

Computing – Online safety

Safe searching online

- Can I find what a digital footprint is?
- Can I find out how to share information safely online?
- Can I complete safe searches online?
- Can I find out how to be kind online?
- Can I show how to be safe while playing online?
- Can I show what I have learnt about online safety?

Music – Traditional instruments and improvisation

Theme: India

- Can I explain an opinion of Indian music?
- Can I improvise using given notes?
- Can I improvise using given notes adding a drone?
- Can I create a piece of music using a drone, rag and tal?
- Can I perform a piece of music using musical notation?

PF – Balancing and Performing
Gymnastics and dance

Gymnastics (3)

- Can I create interesting point and patch balances?
- Can I develop point and patch balances on apparatus?
- Can I develop stepping into shape jumps with control?
- Can I develop stepping into shape jumps using apparatus?
- Can I develop the straight and barrel roll?
- Can I include rolls in sequence work using apparatus?
- Can I transition smoothly in and out of balances?
- Can I transition smoothly in and out of work using apparatus?
- Can I create a sequence with matching and contrasting actions and shapes?
- Can I create a sequence on apparatus using matching and contrasting?
- Can I create a partner sequence using the skills I have learnt and including a hoop?
- Can I create a partner sequence using the skills that I have learnt and apparatus?
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Dance (4)

- Can I copy and create actions in response to an idea and be able to adapt this using changes of space?
- Can I choose actions which relate to the theme?
- Can I develop a dance using matching and mirroring?
- Can I learn and create dance moves in the theme of carnival?
- Can I develop a carnival dance using formations, canon and unison?
- Can I develop a dance phrase and perform as part of a class performance?
- Can I understand how dynamics, space and relationships can be used to represent a state of matter?
- Can I use actions, dynamics, space and relationships to represent a state of matter?
- Can I order and structure phrases to create a dance performance?

Spring 2: The King Who banned the dark (4 weeks)

Science – Light (Year 3)

- Can I recognise that we need light in order to see things?
- Can I recognise that dark is the absence of light?
- Can I notice that light is reflected from surfaces?
- Can I recognise that light from the sun can be dangerous and that there are ways to protect my eyes?
- Can I recognise that shadows are formed when light from a light source is blocked by a solid object?
- Can I find patterns in a way that size of shadows change?
- Can I explain why light needs to be bright or dimmer according to need?
- Can I explain the difference between transparent, translucent and opaque?
- Can I explain why my shadow changes when the light source is moved closer or further from the object?

DT: Mechanisms – Making a moving picture

- Can I investigate and evaluate products with lever and linkage systems?
- Can I experiment with a range of techniques to create moving mechanisms?
- Can I explore and experiment with a range of different fonts and graphic techniques?
- Can I plan and design a storybook?
- Can I make a storybook with moving mechanisms using a design?
- Can I evaluate a finished product?

Link to example – <https://www.youtube.com/watch?v=IkC4uX2BoDw>

Spring 2 – Non-linked

French – Colourful creatures

- Can I apply knowledge of number words to write descriptive sentences?
- Can I identify cognates, near cognates and use the correct indefinite article?
- Can I apply correct word order and agreement when using colour adjectives?
- Can I create descriptions using a range of adjectives?
- Can I describe animals using complex sentences?

RE: Why did Jesus tell stories?

Where do religious beliefs come from? What is the Bible and how do people interpret it?

- Can I learn from stories?
- Can I make a timeline of the life of Jesus?
- Can I learn from The Lost Coin; The House built on rock and the house built on sand; The Mustard Seed; The Widow's Mite or The Sower?
- Can I describe how Christians use these stories to help them live their lives?
- Can I describe what I have learnt from these stories?
- Challenge: Can I re-enact one of the stories Jesus told?

Computing – Handline data – Data logging

(Microsoft Word and excel)

- Can I explain that data gathered over time can be used to answer questions?
- Can I use a digital device to collect data automatically?
- Can I explain that a data logger collects 'data points' from sensors over time?
- Can I recognise how a computer can help us analyse data?
- Can I identify the data needed to answer questions?
- Can I use data from sensors to answer questions?

Music – Traditional instruments and improvisation Theme: India

- Can I explain an opinion of Indian music?
- Can I improvise using given notes?
- Can I improvise using given notes adding a drone?
- Can I create a piece of music using a drone, rag and tal?
- Can I perform a piece of music using musical notation?

PE – Attacking and Defending
Football and Hockey

Football

- Can I develop the attacking skill of dribbling?
- Can I develop changing direction and speed when dribbling?
- Can I develop passing and begin to recognise when to use different skills?
- Can I apply attacking skills to move towards a goal?
- Can I use defending skills to delay an opponent and gain possession?
- Can I apply skills and knowledge to compete in a tournament?

Hockey

- Can I develop sending and receiving the ball with accuracy and control?
- Can I develop the attacking skill of dribbling?
- Can I develop dribbling to beat a defender?
- Can I use defending skills to delay an opponent and gain possession?
- Can I apply attacking skills to move towards a goal and find space?
- Can I apply skills and knowledge to compete in a tournament?

Summer 1: Mouse, Bird, Snake, Wolf (6 weeks)

Science- Animals inc. Humans - (Year 4) INCLUDE FOOD CHAINS (2 weeks)

- Can I describe the simple functions of the basic parts of the digestive system in humans?
- Can I explain how food travels through our digestive system?
- Can I identify the different types of teeth in humans?
- Can I describe their basic functions at the beginning of the digestive system?
- Can I construct a variety of food chains?
- Can I interpret food chains?
- Can I identify producers, predators and prey?

Art – Printing (1 week) - Andy Warhol

- Can I make a printing block?
- Can I make a two-colour print?
- Can I print using at least 4 colours?
- Can I create an accurate print design (that meets a given criteria)?
- Can I print onto different materials?
- Can I print using a number of colours?
- Can I over print using a range of colours?
- Can I look very carefully at the methods I used and make decisions about the effectiveness of my printing?

Summer 1 – Non-linked

History – Romans (Year 4) (2 weeks)

- Invasion and Settlement
- Can I use a timeline to place specific things? (invasions)
- Can I describe events from the past using dates when things happened?
- Can I understand why the Romans wanted to invade Britain?
- Can I research the Roman army and learn why it was successful?
- Can I understand why the Iceni tribe revolted?
- Can I learn why Boudicca's revolt was unsuccessful?
- Lasting Impact
- Can I understand what the Romans lasting impacts were?

Geography – Orienteering

- Can I use a four-figure reference?
- Can I use an eight-compass point on a map?
- Can I use basic OS map symbols?

French – Fabulous French food

- Can I use questions to make requests?
- Can I use numbers to calculate amounts of money in French?
- Can I create descriptive sentences?
- Can I give opinions using singular nouns?
- Can I use familiar spoken and written language for practical communication?

RE: What is so special about places?

How do/have religious groups contributed to society and culture in the local area.

- Can I explain what places are special to me and why?
- Can I explain what is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians?
- Can I describe the main features of a mosque, a church, a mandir and/or a gurdwara?
- Can I name places near our school that have religious significance?
- Challenge: Can I explain what places of worship have in common and what are the differences?

Computing – Programming

Sequencing sounds/ Events and actions in programs

(Scratch)

- Can I explore a new programming environment?
- Can I identify that commands have an outcome?
- Can I explain that a program has a start?
- Can I recognise that a sequence of commands can have an order?
- Can I change the appearance of my project?
- Can I create a project from a task description?

Music - Adapting and transposing motifs

Theme: Romans

- Can I sing in tune and in time?
- Can I understand what a musical motif is?
- Can I compose and notate a motif?
- Can I develop and transpose a musical motif?
- Can I combine and perform different versions of a musical motif?

PE – Coordinating and controlling.

Athletics & Sports Day

Athletics (3&4):

- 3. Can I develop the sprinting technique and improve on my personal best?
- 4. Can I develop stamina and an understanding of speed and pace in relation to distance?
- 4. Can I develop power and speed in the sprinting technique?
- 3. Can I develop changeover technique in relay events?
- 3. Can I develop jumping technique in a range of approaches and take off positions?
- 4. Can I develop technique when jumping for distance?
- 3. Can I develop throwing for distance and accuracy?
- 4. Can I develop power and technique when throwing for distance?
- 3. Can I develop throwing for distance in a pull throw?
- 4. Can I develop a pull throw for distance and accuracy?
- 3 & 4. Can I develop officiating and performing skills?

Summer 2: The Bluest of Blues

Science – Living things and their habitats – 2 weeks (year 4) Classification

- Can I recognise that living things can be grouped in a variety of ways?
- Can I explore and use classification keys to help group living things?
- Can I explain what a habitat is?
- Can I identify and name a variety of living things in their local and wider environment?
- Can I recognise that environments can change?
- Can I explain that change can sometimes pose dangers to living things?
- Can I explore ways of helping to reduce these changes to the environment?

Art – Mixed media/Computing– data retrieving and organising

- Can I use printed images that I take with a digital camera and combine them with another media to produce artwork?
- Can I use IT programmes to create a piece of work that includes my own work and that of others?
- Can I use the web to research an artist or style of art?
- Can I create a piece of artwork which includes the integration of digital images that I have taken?

Passport day

Summer 2 – Non-linked

French – Gourmet tour of France

Can I's to still to be announced (Jan 2024)

RE: What is so special about places?

How do/have religious groups contributed to society and culture in the local area.

- Can I explain what places are special to me and why?
- Can I explain what is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians?
- Can I describe the main features of a mosque, a church, a mandir and/or a gurdwara?
- Can I name places near our school that have religious significance?
- Challenge: Can I explain what places of worship have in common and what are the differences?

(Carried over from summer 1)

Computing – Multi-media

Photo editing (Paint)

- Can I explain that the composition of digital images can be changed?
- Can I explain that colours can be changed in digital images?
- Can I explain how cloning can be used in photo editing?
- Can I explain that images can be combined?
- Can I combine images for a purpose?
- Can I evaluate how changes can improve an image?

Music – Summer performance

PE – Striking and Fielding

Tennis and Rounders

Tennis (384)

- 3 & 4. Can I develop racket and ball control?
- 3. Can I explore rallying using a forehand?
- 3. Can I explore returning the ball using a forehand?

Rounders

- Can I develop overarm and underarm throwing and catching and applying these to a striking and fielding game?
- Can I develop bowling and learn the rules of the skill within this game?
- Can I develop batting technique and understand where to hit the ball?

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| | <ul style="list-style-type: none"> • 4. Can I develop understanding of when to use a forehand? • 3. Can I explore returning the ball using a backhand? • 4. Can I develop the backhand and understand when to use it? • 4. Can I keep a continuous rally going and show increased technique? • 3. Can I learn how to score and use simple rules? • 4. Can I use and apply rules and simple tactics? • 3. Can I work co-operatively with others to begin to manage a game? • 4. Can I understand and use rules to manage a game?
 • a gurdwara? • Can I name places near our school that have religious significance? • Challenge: Can I explain what places of worship have in common and what are the differences? |
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(Carried over from summer 1)

Year 3/4 Cycle B

Autumn 1: Tin Forest

Art – Observational drawings – Inspirational Artist

- Can I compare the work of different artists?
- Can I explore work from different cultures?
- Can I understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express?
- Can I experiment with different styles that artists have used?
- Can I explain art from other periods of history?

Science – Year 3 Plants

- Can I identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)?
- Can I explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
- Can I explain how they vary from plant to plant?
- Can I investigate the way in which water is transported within plants?
- Can I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
- Can I classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?

Geography – Local Area Study – Norfolk Broads (environment)

- Can I explain why a place is like how it is?
- Can I carry out a survey to discover features of cities and villages?
- Can I plan a journey to a place in England?
- Can I give accurate measurements between two given places within the UK?

Autumn 1 Not linked:

French – Greetings

- Can I greet someone and introduce myself in French?
- Can I use the correct French greeting for the time of day?
- Can I ask and answer a question about feelings in French?
- Can I perform a finger rhyme in French?

RE – What does worship mean?

How do people express commitment to a religion or worldview in different ways?

- Can I say who I communicate with regularly and when I thank others?
- Can I say why people pray and what is the meaning of their actions?
- Can I say what the significant symbols in three religions represented in our community are and what part they play in worship ceremonies?
- Can I find out if religions represented in our community use music as part of worship and why?
- Challenge: Can I say what worship means to me?

Computing – Microsoft PowerPoint

- Can I use basic features of Microsoft PowerPoint?
- Can I create slide templates and organise slides with hyperlinks?
- Can I add theme, transitions, and animation to a PowerPoint?
- Can I use action settings in my PowerPoint?
- Can I insert audio and video into my PowerPoint?
- Can I evaluate slide layout and make improvements?

Music – Changes in pitch, tempo, and dynamics

Theme: Rivers

- Can I sing in two parts using expression and dynamics?
- Can I recognise key elements of music?
- Can I perform a vocal ostinato?
- Can I create and perform an ostinato?
- Can I improve and perform a piece of music based around ostinatos?

PE – Moving and travelling.
OAA and Fundamentals

OAA (4)

- Can I develop co-operation and teamwork skills?
- Can I orientate a map and navigate around a grid?
- Can I develop observational skills, listening to others and following instructions?
- Can I develop trust whilst listening to others and following instructions?
- Can I identify, draw and follow a simple map?
- Can I orientate and navigate around a map and draw a route using directions?

Fundamentals

- Can I develop balancing and understand the importance of this skill?
- Can I develop technique when running at different speeds?
- Can I develop agility using a change of speed and direction?
- Can I develop technique and control when jumping, hopping and landing?
- Can I develop skipping with a rope?
- Can I apply fundamental skills to a variety of challenges?

Autumn 2: Werewolf Club Rules

Geography: Area focus – UK South America Rivers Nile and amazon.

Feature study. Environmental regions.

- Can I explain why people are attracted to life in cities?
- Can I explain why people may choose to live in a village rather than a city?

Autumn 2 – Non-linked

French: French adjectives of colour, size and shape

- Can I recognise and name colour words in French?
- Can I describe shapes by their size and colour?
- Can I give and receive instructions that include shape, size, and colour vocabulary?
- Can I create an original piece of artwork following instructions in French?
- Can I create and describe a festive picture?

RE: What do we mean by commitment?

How do people express commitment to a religion or worldview in different ways?

- Can I say what clubs and groups I belong to and who leads them?
- Can I say why it is not always easy to stay committed to something?
- Can I say why people were so upset when Nelson Mandela died?
- Can I say who the Dalai Lama is and why is he so important to Buddhists?
- Can I say who the Pope is and why is he so important to Catholics?
- Challenge: Can I say what I am committed to?

DT: Pop up cards

- Can I show that my design meets a range of requirements?
- Can I put together a step-by-step plan, which shows the order and also the equipment and tools I will need to use?
- Can I describe my design using accurately labelled sketches and words?
- Can I form a realistic plan?
- Can I make changes to make my design even better?
- Can I tell if my product is going to be good quality?
- Can I begin to explain how I can improve my original design?
- Can I take the time to decide how I could have made my design better?
- Can I say how I have altered my work after checking it?

Computer: Handling Data

Data and information – Branching databases

(J2Data sample databases)

- Can I create questions with yes/no answers?
- Can I identify the attributes needed to collect data about an object?
- Can I create a branching database?
- Can I explain why it is helpful for a database to be well structured?
- Can I plan the structure of a branching database?
- Can I independently create an identification tool?

Music – Changes in pitch, tempo, and dynamics

Theme: Rivers

- Can I sing in two parts using expression and dynamics?
- Can I recognise key elements of music?
- Can I perform a vocal ostinato?
- Can I create and perform an ostinato?
- Can I improve and perform a piece of music based around ostinatos?

PE: Sending and Receiving

Ball Skills and Dodgeball

Ball Skills

- Can I develop tracking and collecting skills?
- Can I develop confidence and accuracy when tracking a ball?
- Can I develop dribbling skills with hands and feet?
- Can I develop catching skills using one and two hands?
- Can I explore and develop a variety of throwing techniques?
- Can I use tracking and sending skills with feet?

Dodgeball

- Can I develop throwing and apply this to a target game?
- Can I develop dodging skills to avoid being hit?
- Can I develop catching and learn the rules of the skill within this game?
- Can I further develop catching and use the rules of the skill within this game?
- Can I begin to think tactically and apply this to a game?
- Can I apply skills and knowledge to compete in a tournament?

Spring I – Pebble in my Pocket

Science – Rocks – (Year 3)

- Can I compare and group together different rocks on the basis of their appearance and simple physical properties?
- Can I describe and explain how different rocks can be useful to us?
- Can I describe and explain the differences between sedimentary and igneous rock considering the way they are formed?
- Can I describe in simple terms how fossils are formed when things that have lived are trapped in a rock?
- Can I recognise that soils are made from rocks and organic matter?
- Can I classify igneous and sedimentary rocks?
- Can I relate properties of rocks with their uses?

Geography – Volcanoes and earthquakes (Year 4)

- Can I learn about the Earth's layers?
- Can I describe how earthquakes occur?
- Can I understand what causes tsunamis?
- Can I learn what are volcanoes and what causes them?
- Can I find where volcanoes are on a map using an atlas?
- Can I find out about famous volcanoes?
- Can I describe how volcanoes have an impact on people's lives?

Art – Sketching – self-portraits and observational drawings of plants.

- Can I show facial expressions in my drawing?
- Can I use my sketches to produce a final piece of work?
- Can I write an explanation of my sketch in notes?
- Can I use different grades of pencil shade to show different tones and texture?
- Can I identify and draw simple objects and use marks and lines to produce texture? Can I successfully use shading to create mood and feeling?
- Can I organise line, tone, shape and colour to represent figures and forms?
- Can I show reflections?
- Can I explain why I have chosen specific materials to draw with?
- Can my sketches communicate emotions and a sense of self with accuracy and imagination?

SPRING I – Non-linked

French – Playground games – numbers and age

- Can I count in French?
- Can I count beyond six in French?
- Can I use number words to give more information about myself?
- Can I identify French words that use the key phonemes?
- Can I use the number words one to twelve when playing playground games?

RE: That's not fair! Or is it?

How do people respond to issues of poverty and justice? Can kindness/love change the world?

- Can I suggest how we could help others?
- Can I describe how Christian Aid, Islamic Relief and/or Oxfam began and why?
- Can I tell the story behind Comic/Sport Relief?
- Can I explain if you have to be religious to support these charities?
- Challenge: Can we decide which charity appeal we could support?

Computing: Online safety

E-mail and Messaging online

- Can I find out what cyberbullying is and how to address it?
- Can I have an online conversation online safely?
- Can I share information online safely?
- Can I find out how to stay safe while taking part in online gaming?
- Can I give advice about how to stay safe online?

Music – Pentatonic melodies and composition

Theme: Chinese New Year

- Can I find out about the music used to celebrate the Chinese New Year festival?
- Can I play a pentatonic melody?
- Can I write and perform a pentatonic melody?
- Can I perform a group composition?

PE – Balancing and Performing
Gymnastics and Dance

Gymnastics (4)

- Can I develop individual and partner balances?
- Can I develop individual and partner balances using apparatus?
- Can I develop control in performing and landing rotation jumps?
- Can I develop rotation jumps and sequence building using apparatus?
- Can I develop the straight, barrel and straddle roll?
- Can I assess my straight, barrel and straddle roll?
- Can I link actions that flow using the rolls I have learnt?
- Can I link actions that flow in a partner sequence using the rolls I have learnt?
- Can I develop strength in inverted movements?
- Can I develop strength in inverted movements?
- Can I create a great partner sequence to include the skills I have learnt and apparatus?
- Can I create a great partner sequence to include the skills I have learnt and apparatus?
- Can I perform a piece of music as a group?

Dance (3)

- Can I create actions in response to a stimulus and move in unison with a partner?
- Can I create actions to move in contact with a partner or interact with a partner?
- Can I select and link appropriate actions and dynamics to show our dance idea?
- Can I remember, repeat and create actions to represent an idea?
- Can I share ideas of actions and dynamics to create a dance that shows a location?
- Can I use choreographing ideas to develop our dance?
- Can I use straight pathways and clear changes in direction in a line dance?
- Can I use canon and unison to make our line dance look interesting?
- Can I use formations, canon and unison to make our line dance look interesting?

Spring 2 – Monster Slayer

Science – Animals inc. Humans (Year 3)

- Can I explain the importance of a nutritionally balanced diet?
- Can I describe how nutrients, water and oxygen are transported within animals and humans.
- Can I identify that, animals including humans, cannot make their own food: they get nutrition from what they eat?
- Can I explain how certain living things depend on one another to survive?
- Can I identify the different muscles and bones in a human body?

Geography Anglo Saxons link

- Can I use 8 points of a compass?
- Can I locate counties and some cities of the United Kingdom?
- Can I describe the geographical features of Greater London?
- Can I explain the history behind the names of the counties?
- Can I identify what our county is famous for?
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History – Anglo-Saxons

- Can I understand that many place names have Anglo-Saxons origins?
- Can I explain where the Anglo-Saxons came from?
- Can I understand why they came?
- Can I understand how the Anglo- Saxons separated Britain and how they ruled?
- Can I describe how Anglo-Saxon Britain came to an end?
Can I recognise that archaeologists have a part in helping us understand the past (Sutton Hoo)?

DT – Cooking – soups

- Can I use equipment safely?
- Can I say what to do to be hygienic and safe?
- Can I reflect on my successes and give areas for improvement?
- Can I understand seasonality?
- Can I choose the right ingredients for a product?
- Can I say what to do to be hygienic and safe?
- Can I use equipment safely?
- Can I reflect on my successes?

SPRING 2 – Non-linked

French – In a French classroom

- Can I understand and respond to simple classroom instructions?
- Can I say items that are in a school bag and recognise if they are masculine or feminine?
- Can I ask and answer a question about something you have or do not have?
- Can I read and understand short sentences?
- Can I prepare and present a short spoken text?

RE: What is pilgrimage?

. What do ____ believe about God? How do ____ express their religious beliefs?

- Can I explain which places are special to me and why?
- Can I explain when we go on journeys and why?
- Can I explain why Lourdes is special to many Christians?
- Can I explain what Hajj is and what it means to Muslims?
- Can I describe which places are special to another religion represented in the community?
- Challenge: Can I write a diary about a journey of pilgrimage?

Computing – Technology in our lives

Computing systems and networks – The Internet

- Can I describe how networks physically connect to other networks?
- Can I recognise how networked devices make up the internet?
- Can I outline how websites can be shared via the World Wide Web (WWW)?
- Can I describe how content can be added and accessed on the World Wide Web (WWW)?
- Can I recognise how the content of the WWW is created by people?
- Can I evaluate the consequences of unreliable content?

Music – Pentatonic melodies and composition

Theme: Chinese New Year

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- Can I write and perform a pentatonic melody?
- Can I perform a group composition?
- Can I perform a piece of music as a group?

PE – Attacking and Defending
Tag Rugby and Basketball

Tag Rugby

- Can I develop throwing, catching and running with the ball?
- Can I develop an understanding of how to defend using tagging rules?
- Can I begin to use the 'forward pass' and 'offside' rule?
- Can I develop movement skills to dodge a defender?
- Can I track an opponent and begin to defend as a team?
- Can I apply the rules and skills you have learnt and play in a tag rugby tournament?

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Basketball

- Can I develop the attacking skill of dribbling?
- Can I protect the ball when dribbling against an opponent?
- Can I develop passing and begin to recognise when to use different skills?
- Can I use defending skills to delay an opponent and gain possession?
- Can I develop technique in the attacking skill of shooting?
- Can I apply skills and knowledge to compete in a tournament?

Summer 1 – Iron Man

Science – Electricity (year 4) (2.5 weeks)

- Can I identify a common appliance that runs on electricity?
- Can I construct a simple series electric circuit?
- Can I identify a name, the basic part in the series, circuit (cells, wires, bulbs, switches and buzzers?)
- Can I identify whether or not a lamp will light in a simple series circuit?
- Can I recognise that a switch opens and closes a circuit?
- Can I associate a switch opening with whether or not a lamp lights in a simple series circuit?
- Can I recognise common conductors and insulators?
- Can I associate metals with being good conductors?
- Can I make a bulb go on and off?
- Can I say what happens to the electricity when more batteries are added?
- Can I explain how a light bulb might get lighter?
- Can I recognise if all metals are conductors of electricity?
- Can I work out which metals can be used to connect across a gap in a circuit?
- Can I explain why cautions are necessary for working safely with electricity?

DT: Light up – model. (2 weeks)

- Can I show that my design meets a range of requirements?
- Can I put together a step-by-step plan, which shows the order in which I will do things, and the equipment and tools I will need to use?
- Can I describe my design using accurately labelled sketches and words?
- Can I form a realistic plan?
- Can I make changes to make my design even better?
- Can I make a product which uses both mechanical and electrical components?
- Can I use a simple circuit?
- Can I use several components?
- Can I add things to my circuits?
- Can I tell if my product is going to be good quality?
- Can I begin to explain how I can improve my original design?
- Can I take the time to decide how I could have made my design better?
- Can I say how I have altered my work after checking it?

History day

Summer 1 – Non-linked

French – Bon appetit

- Can I identify cognates and near cognates and use the correct definite article?
- Can I express opinions using plural nouns?
- Can I read and say amounts of money in French?
- Can I learn the days of the week in French?
- Can I identify and use familiar phrases in a French conversation?

RE – What do people believe about God?

What do ____ believe about God? How do ____ talk about God?

How has belief in ____ impacted on music and art throughout history?

- Can I explain why God is written with a capital 'G'?
- Can I say how God, or the gods are described in different religious books and texts?
- Can I say how God is portrayed in Christian art?
- Can I recognise the features of Islamic art and say how these reflect belief?
- Can I say what the Humanist view is?
- Challenge: Can I say what I believe about God?

Computing – Multi-media

Stop-frame animation. (Imovie and imotion)

- Can I explain that animation is a sequence of drawings or photographs?
- Can I relate animated movement with a sequence of images?
- Can I plan an animation?
- Can I identify the need to work consistently and carefully?
- Can I review and improve an animation?
- Can I evaluate the impact of adding other media to an animation?

Music – Samba – carnival sounds and instruments.

Theme: South America

- Can I recognise and identify the main features of samba music?
- Can I understand and play syncopated rhythms?
- Can I play syncopated rhythms as part of a group?
- Can I compose a basic rhythmic break?
- Can I perform rhythmic breaks within the samba piece?

PE – Co-ordinating and Controlling.

Athletics

Athletics (3&4):

- 3. Can I develop the sprinting technique and improve on my personal best?
- 4. Can I develop stamina and an understanding of speed and pace in relation to distance?
- 4. Can I develop power and speed in the sprinting technique?
- 3. Can I develop changeover technique in relay events?
- 3. Can I develop jumping technique in a range of approaches and take off positions?
- 4. Can I develop technique when jumping for distance?
- 3. Can I develop throwing for distance and accuracy?
- 4. Can I develop power and technique when throwing for distance?
- 3. Can I develop throwing for distance in a pull throw?
- 4. Can I develop a pull throw for distance and accuracy?
- 3 & 4. Can I develop officiating and performing skills?

Summer 2 – African tales

Science – Sound – 2 weeks (Year 4)

- Can I describe a range of sounds and explain how they are made?
- Can I associate some sounds with something vibrating?
- Can I compare sources of sound and explain how the sounds differ?
- Can I explain how to change a sound (louder/softer)?
- Can I recognise how vibrations from sound travel through a medium to an ear?
- Can I find patterns between the pitch of a sound and features of the object that produce it?
- Can I find patterns between the volume of the sound and the strength of the vibrations that has produced it?
- Can I recognise that sounds get fainter as the distance from the sound source increases?
- Can I explain how you could change the pitch of a sound?
- Can I investigate how different materials can affect the pitch and volume of sounds?
- *Can I explain why sound gets fainter or louder according to the distance?*
- *Can I explain how pitch and volume can be changed in a variety of ways?*
- *Can I work out which materials give the best insulation for sound?*

History – Egyptians

- Can I understand what the early Egyptians believed?
- Can I discover the importance of the River Nile?
- Can I understand what jobs they did?
- Can I describe what mummification was and why they did this process?
- Can I research some of the different Gods and Goddesses?

Art – textiles

- Can I use textile and sewing skills as part of a project, e.g., hanging textile, books, etc?
- Can I experiment with and combine materials and processes to design and make a 3d form?
- Can I use early textile and sewing skills as part of a project?

Summer 2 – Non-linked

French – Shopping for French food

- Can I recognise and say numbers up to 60?
- Can I form sentences to describe a trip to the shops in French?
- Can I make predictions about language and join in with a simple story?
- Can I make changes to simple phrases and rehearse telling a story?
- Can I edit and write an original version of a story?

RE – What do people believe about God?

What do ____ believe about God? How do ____ talk about God?

- How has belief in ____ impacted on music and art throughout history?
- Can I explain why God is written with a capital 'G'?
- Can I say how God, or the gods are described in different religious books and texts?
- Can I say how God is portrayed in Christian art?
- Can I recognise the features of Islamic art and say how these reflect belief?
- Can I say what the Humanist view is?
- Challenge: Can I say what I believe about God?

(Carried on summer 1)

Music – Summer performance

Computing – Programming

Repetition in Games (Scratch)

- Can I develop the use of count-controlled loops?
- Can I explain that in loops and In programming?
- Can I develop a design that includes two or more loops which run at the same time?
- Can I modify an infinite loop in a given program?
- Can I design a project that includes repetition?
- Can I create a project that includes repetition?
- Can I create a computer game?

PE – Striking and Fielding

Tri-Golf and Cricket

Tri-Golf

- Can I explore hitting technique and aiming towards a target?
- Can I develop hitting accuracy?
- Can I explore technique for hitting over a short distance?
- Can I explore technique for hitting over a short distance?
- Can I explore a technique for hitting over a long distance
- Can I apply skills and knowledge to compete in a tournament?

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Cricket

- Can I develop overarm and underarm throwing and apply these to a striking and fielding game?
- Can I develop bowling technique and learn the rules of the skill within this game?
- Can I develop batting technique and understand where to hit the ball?
- Can I develop fielding techniques and apply them to game situations?
- Can I play different roles in a game and begin to think tactically about each role?
- Can I apply skills and knowledge to compete in a tournament?