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Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English /Cross-curricular English	Writing focus from Babcock Teaching and Learning Sequences					
	Biography Fantastically Great Women who Changed the World! Linked to Science and Geography – Rocks/Extreme Earth Children to write a biography about Mary Anning	**Character Description** Myth Atlas Linked to History - Greeks Children to write a character description of Greek mythological creature **Explanation Text** How Santa Really Works Seasonal link Children to write an explanation text about how an elf works	**Persuasion** The Day the Crayons Quit Linked to History - Romans Children to write persuasive text written by Roman Armour in the style of Crayons **Diary Entry Cross-curricular** Diary of a Roman soldier/Boudica	**Story** Cinderella on the Nile Linked to History - Romans Children to rewrite the story with a Roman setting	**Non – Chronological Report** A Walk in London Linked to History/Geography – UK and the rest of the world Children to write a non-chron report about a walk in Rome **Instructions** Outdoor Wonderland Linked to Science Children to write a set of instructions on how food is digested	**Poetry** A River Linking to History – Sir Francis Drake Children to rewrite the poem based on Sir Francis Drakes circumnavigation of the world **Recount** Children to write recount of school trip
Maths	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					
	Number: Place Value Y3: Can I count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number? Can I read and write numbers up to 1000?		**Number: Multiplication and Division** Y3: Can I recall and use multiplication and division facts for the 3,4, &8 multiplication tables? Can I write and calculate mathematical statements for multiplication and division?		**Number: Decimals including Money** Y3: Can I add and subtract amounts of money to give change, using both £ and p in practical contexts?	

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	Can I recognise the value of each digit in a three-digit number? Y4: Can I count in multiples of 6,7,9,25 and 1000, count backwards through zero to include negative numbers? Can I find 1000 more or less than a given number? Can I recognise the value of each digit in a four-digit number? Can I read Roman numerals up to 100? Can I round any number to the nearest 10, 100 or 1000? **Number: addition and subtraction** Y3: Can I estimate the answer to a calculation and use inverse operations to check answers? Can I add and subtract three-digit numbers using formal written methods? Can I solve problems including missing number problems, using number facts, place value and more complex addition and subtraction? Y4: Can I estimate t use inverse operations to check answers? Can I add and subtract four-digit numbers using formal written methods? Can I solve addition subtraction two step problems in contexts, deciding which operations and methods to use and why? **Measurement: Length, Perimeter and Area** Y3: Can I measure the perimeter of a simple 2D shape? Y4: Can I measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and meters; find the	Y4: Can I recall multiplication and division facts for the multiplication tables up to 12 x 12? Can I use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1. Can I multiply together three numbers; recognise and use factors pairs and commutativity in mental calculations? Can I multiply two- and three-digit numbers by a one-digit number using written methods? **Number: Multiplication and Division** Y3: Can I solve problems including missing number problems involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects and connected to m objects? Y4: Can I solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit number integer scaling problems and harder correspondence problems such as n objects are connected to m objects? **Number: Fractions** Y3: Can I count up and down in tenths; recognise that tenths derive from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10? Can I recognise, find and write fractions of discrete sets of objects: unit fractions and non-unit fractions with small denominators?	Y4: Can I estimate, compare and calculate using pounds and pence? Can I solve simple measure and money problems involving fractions and decimals to two decimal places? **Measurement: Time** Y3: Can I tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24-hour clocks? Can I estimate and read time with increasing accuracy to the nearest minute? Can I record and compare time in terms of seconds, minutes and hours? Can I use vocabulary such as O'clock, a.m./p.m., morning, afternoon, noon and midnight? Can I know the number of seconds in a minute and the number of days in each month, year and leap year and compare durations of events? Y4: Can I read, write and convert time between analogue and digital 12-24-hour clocks? Can I solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days? Statistics Y3: Can I interpret and present data using bar charts, pictograms and tables? Y4: Can I interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs?

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	area of rectilinear shapes by counting squares?	Can I recognise and use fractions as numbers: unit fractions, non-unit fractions with small denominators? Can I recognise and show, using diagrams, equivalent fractions with small denominators? Can I compare and order unit fractions, and fractions with the same denominators? Can I add and subtract fractions with the same denominator? Can I solve problems using all of the above? Y4: Can I count up and down in hundredths; recognise that hundredths arise by dividing an object by one hundred and dividing tenths by ten? Y4: Can I recognise and show using diagrams, families of common equivalent fractions? Can I add and subtract fractions with the same denominator? Can I solve problems using increasingly harder fractions? **Y3: Measurements: Mass and Capacity** Can I measure, compare, add and subtract lengths (m/cm/mm); mas (kg,g); Volume and capacity (l/ml)? **Y4: Number: Decimals** Can I recognise and write decimal equivalents of any number of tenths or hundredths? Can I recognise and write decimal equivalents? 2/4- $\frac{1}{2}$ etc Can I round decimals with one decimal place to the nearest whole number?	**Geometry: Properties of Shape** (Including Y4 Position and Direction) Y3: Can I draw 3-D shape? Can I make 3D shapes using modelling materials and recognise 3D shapes in different orientations? Can I recognise angles as a property of shape or a description of a turn, identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four, a complete turn? Can I identify whether angles are greater than or less than a right angle? Can I identify horizontal and vertical lines and pairs of perpendicular lines? Y4: Can I compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes? Can I identify lines of symmetry in 2D shapes presented in different orientations? Can I identify acute and obtuse angles and compare and order angles by size? Can I identify lines of symmetry in 2-D shapes presented in different orientations? Can I compete a simple symmetry figure with respect to a specific line of symmetry? **Position and direction:** Can I describe positions on a 2D grid as coordinates in the first quadrant? Can I describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon?

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			Can I compare numbers with the same number of decimals places up to two decimal places? Can I find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths?			
Cross-curricular Maths	rounding up and down within plant investigations measuring rainfall		Conduct a survey and place data in a graph	ordering dates on a timeline	round up time differences into centuries and decades	Measuring shadow length
Science	**Rocks** **What do rocks tell us about the way the Earth was formed?** Can they compare and group together different rocks on the basis of their appearance and simple physical properties? •Can they describe and explain how different rocks can be useful to us? •Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? •Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? •Can they recognise that soils are made from rocks and organic matter?	**States of Matter** **Can I build a Snowman out of water?** • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? • Can they identify the part that evaporation and condensation has in the water cycle? • Can they associate the rate of evaporation with temperature?	Electricity **Could we cope without electricity for one day?** •Can they identify common appliances that run on electricity? •Can they construct a simple series electric circuit? •Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? •Can they 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?	**Animals including Humans** **What happens to the food we eat?** • Can they explain the importance of a nutritionally balanced diet? • Can they describe how nutrients, water and oxygen are transported within animals and humans? • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human? • Can they identify and name the basic parts of	**Living Things and their Habitats** **Which wild animals and plants thrive in your locality?** • Can they recognise that living things can be grouped in a variety of ways? • Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Do they recognise that environments can change and this can sometimes pose a danger to living things?

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			•Can they recognise that a switch opens and closes a circuit? •Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? •Can they recognise some common conductors and insulators? •Can they associate metals with being good conductors?	the digestive system in humans? • Can they describe the simple functions of the basic parts of the digestive system in humans? • Can they identify the simple function of different types of teeth in humans? • Can they compare the teeth of herbivores and carnivores? • Can they explain what a simple food chain shows? • Can they construct and interpret a variety of food chains, identifying producers, predators and prey?	Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? • Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) • Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
	Working scientifically/investigations				
	Planning Year 3 • Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make comparisons?		**Obtaining and presenting evidence** Year 3 • Can they measure using different equipment and units of measure? • Can they record their observations in different ways? • Can they describe what they have found using scientific language?	**Considering evidence and evaluating** Year 3 • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they use a range of equipment in a simple test? Year 4	

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	• Can they explain why they need to collect information to answer a question? <u>Year 4</u> • Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they decide which information needs to be collected and decide which is the best way for collecting it? • Can they use their findings to draw a simple conclusion?	• Can they make accurate measurements using standard units? <u>Year 4</u> • Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they explain their findings in different ways (display, presentation, writing)?	• Can they find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they use straightforward scientific evidence to answer questions or to support their findings? • Can they identify differences, similarities or changes related to simple scientific ideas or processes?
History	Ancient Greece **Has Greece always been in the news?** Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened?	Roman Empire **Why were the Romans so powerful and what did we learn from them?** Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • • Can they suggest why certain events happened as they did in history? • Can they	Local Geography/ History **How has Plymouth been shaped by Sir Francis Drake?** Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific period in history to set out the order events may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? • Can they suggest why certain events happened as they did in history? • • Can they suggest why certain people acted as they did in history? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past ? • Can they use their 'information finding' skills in writing to help them write

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		suggest why certain people acted as they did in history?	about historical information? • Can they, through research, identify similarities and differences between given periods in history?
Geography	**Volcanoes & Earthquakes** **What makes the earth angry?** Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate and name some of the world's most famous volcanoes? • • Can they describe how volcanoes have an impact on people's lives?	**The Water Cycle** **Why does it rain?** Can they describe and understand the water cycle?	**Local and world geography** **What do I know about the UK and the rest of the world?** • Can they locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America? • Can they concentrate on their environmental regions, key physical and human characteristics, countries, and major cities? • Can they name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time? • Can they identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle?
		Local Geography: **What do I know about my local area of Brixton?** <u>Geographical Enquiry</u> • Can they label the same features on an aerial photograph as on a map?a	

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			survey to discover features of cities and villages? • Can they plan a journey to a place in England? • Physical GeographyCan they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? • Can they describe the main features of a well-known city? Human Geography • Can they explain why people are attracted to live in cities? • Can they explain why people might choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they suggest ways that a locality could be changed and improved? Geographical Knowledge • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they name the areas of origin of main ethnic groups in the UK and in their school?		
Art	**3D (linked to Geography topic, volcanoes) Papier Mache Volcanoes (sculpting)**	**Printing (linked to History, the Greeks)**	**Drawing (linked to the Romans) Portraits** Year 3 & 4:	**Collage (linked to History, the Romans) Roman Mosaics**	**Textiles (linked to Geography, the local environment)** Year 3&4:	**Painting (linked to local Geography) Local Landscape, dot work**

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	Year 3 & 4: • Can they work with life size materials? • Can they create pop-ups? Year 4: • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials?	**Using Greek vase patterns** Year 3 & 4: • Can they make a printing block? • Can they make a 2 colour print? Year 4: • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials?	• Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and textures? Year 4: • Can they begin to show facial expression and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture?	Year 3 & 4: • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? Year 4: • Can they use ceramic mosaic? Can they combine visual and tactile qualities?	• Can they add onto their work to create texture and shape? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? Year4: • Can they experiment with and combine materials and processes to design and make 3D form? • Can they use early texture and sewing skills as part of a project?	Year 3 & 4: • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? Year 4: • Can they create all the colours they need?

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			• Can they show reflections?			• Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?
DT	**Materials (linked to Geography, Volcanoes) Papier Mache Volcanoes (sculpting)** Year 3 • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? Year 4 • Can they measure carefully as to make sure they have not made mistakes?	**Cooking and Nutrition – Linked to LCC History (Ancient Greeks)** Year 3 • Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their	**Mouldable Materials – linked to LCC History (The Romans/Greeks) Clay Vases/pots** Year 3 • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques? Year 4 • Can they use a range of advanced techniques to shape and mould?		**Textiles – Linked to LCC History/Geography** Year 3 • Can they join textiles of different types in different ways? • Can they choose textiles for both their appearances and their qualities? Year 4 • Do they think what the user would want when choosing textiles? • Have they thought about how to make their product strong? • Can they devise a template? Can they explain how to join things in different ways? **Materials** Year 3 • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? Year 4	

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	• How have they attempted to make their product strong?	combined ingredients come together? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? <u>Year 4</u> • Do they know how to be hygienic and safe? • Have they thought what they can do present their product in an interesting way?	• Do they use finishing techniques, show an awareness of audience?		• Can they measure carefully as to make sure they have not made mistakes? How have they attempted to make their product strong?

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Computing (Purple Mash)	Online Safety -Can they decide what makes a safe password and know the consequence of giving a password away? -Can they understand how the Internet can be used to help us to communicate effectively? _Can they understand how a blog can be used to help us communicate with a wider audience.? -Can they consider whether what can be read on websites is always true?	Graphing -Can they set up a graph with a given number of field? -Can they enter data for a graph? -Can they produce & share graphs made on the computer? -Can they solve a maths investigation? -Can they present the results in a range of graphical formats? -Can they use the sorting option to make analysis of their	Coding -Can they understand what a flowchart is and how flowcharts are used in computer programming? -Can they understand that there are different types of timers? -Can they select the right type of timer for a purpose? -Can they understand how to use the repeat command? -Can they use their coding knowledge to create a range of programs? -Can they understand the importance of nesting.? -Can they design and create an interactive scene?	Spreadsheets -Can they add and edit data in a table? -Can they find out how spreadsheet programs can automatically create graphs from data? -Can they introduce the >,< and = tools? -Can they introduce the 'spin' tool and show how it can be used to count through times tables? -Can they use the advanced mode of 2Calculate?	Simulations -Can they find out what a simulation is and understand the purpose of simulations? -Can they explore a simulation, making choices and discussing their effects? -Can they work through and evaluate a more complex simulation?	Email (including email safety) -Can they list different ways to communicate? -Can they open and respond to an email? -Can they write an email to someone from an address book? -Can they learn how to use email safely? -Can they add an attachment to an email? -Can they explore a simulated email scenario?	Touch typing -Can they understand the correct way to sit at the keyboard? -Can they learn how to use the home, top and bottom row keys? -Can they practice and improve typing for home, bottom, and top rows? -Can they practice the keys typed with the left and right hands?	Online Safety (repeat) -Can they decide what makes a safe password and know the consequence of giving a password away? -Can they understand how the Internet can be used to help us to communicate effectively? _Can they understand how a blog can be used to help us communicate with a wider audience.? -Can they consider whether what can be read on websites is always true?	Branching databases -Can they sort objects using yes/no questions? -Can they complete a branching database using 2Question? -Can they create a branching database of their choice?

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	-Can they think about why spoof websites might exist and how to check that the information is accurate? -Can they learn about the meaning of age restriction symbols on digital media and devices? -Can they discuss why PEGI restrictions exist? -Can they understand where they can turn to for help if they see inappropriate content or have inappropriate contact from others?	data easier?		-Can they describe cells using their addresses.				-Can they think about why spoof websites might exist and how to check that the information is accurate? -Can they learn about the meaning of age restriction symbols on digital media and devices? -Can they discuss why PEGI restrictions exist? -Can they understand where they can turn to for help if they see inappropriate content or have inappropriate contact from others?	
E-Safety	Google Legends/Think U Know etc								
R.E.	**L2.4 – What kind of world did Jesus want?**		**L2.1 – What do Christians learn from the creation story?**	**L2.2 – What is it like for someone to follow God?**		**L2.9 – How do festivals and worship**		**L2.10 – How do festivals and family life show**	**L2.12 – How and why do people try to make the world a**

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	Make sense of belief: • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understand the impact: • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the	Make sense of belief: • Make clear links between the story of Noah and the idea of covenant Understand the impact: • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: • Make links between the story of Noah and how we live in school and the wider world	**show what matters to a Muslim?** Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Understand the impact: • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-	**what matters to Jewish people?** Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future	**better place? (C, M/J, NR)** Make sense of belief: • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good

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		Creation story for Christians and for non Christians living today .		control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas	• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
PSHE (Jigsaw Ages 7-8 & Ages 8-9 for Changing Me)	Being Me in My World -Setting personal goals -Self-identity and worth -Positivity in challenges -Rules, rights and responsibilities -Rewards and consequences -Responsible choices -Seeing things from others' perspectives	Celebrating Differences -Families and their differences -Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful -Giving and receiving compliments	Dreams and Goals -Difficult challenges and achieving success -Dreams and ambitions -New challenges -Motivation and enthusiasm -Recognising and trying to overcome obstacles -Evaluating learning processes -Managing feelings -Simple budgeting	Healthy Me -Exercise Fitness challenges -Food labelling and healthy swaps -Attitudes towards drugs -Keeping safe and why it's important including online and off line scenarios -Respect for myself and others -Healthy and safe choices	Relationships -Family roles and responsibilities -Friendship and negotiation -Keeping safe online and who to go to for help -Being a global citizen -Being aware of how my choices affect others -Awareness of how other children have different lives -Expressing appreciation for family and friends	Changing Me Year 3 -How babies grow -Understanding a baby's needs -Outside body changes -Inside body changes -Family stereotypes -Challenging my ideas -Preparing for transition Year 4 -Being unique -Having a baby -Girls and puberty -Confidence in change -Accepting change

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						-Preparing for transition -Environmental change
Music (Charanga)	KS2 Music Project Junk Band Performance Composition Improvision		Three Little Birds Learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	The Dragon Song This is a song about kindness, respect, friendship, acceptance and happiness. The children will use the Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.	Bringing Us Together This is a Disco song about friendship, peace, hope and unity. The children will use the Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.	Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
	<u>Performing</u> • <u>Composing (including notation)</u> • <u>Appraising</u> •					
Cross-curricular Music						
MFL French (Language Angels Yr 3/4 Cycle 1)	Phonics lessons 1&2 and J'apprends le francais (I am learning French) -Can they find France on a map of the world if shown Europe first?	Les Animaux (Animals) -Can they attempt to name up to 10 animals in French	Je peux (I Can ...) -Can they attempt to name up to 10 action verbs in French?	Les fruits (Fruits) -Can they repeat and recognise most of the 10 fruits in	Je me presente (Presenting Myself) -Can they understand and use set phrases to	Au salon de thé (At the Café) -Can they repeat, remember, and spell most of the

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	-Can they repeat all personal details in French, and ask for the same information back, with the help of an adult or crib sheet? -Can they remember some numbers from 1-10 clearly in French? -Can they say some of the ten colours in French without any help and can attempt to spell some of these correctly?	with their correct determiner? -Can they understand that determiners work differently in French than they do in English and that they will have to always learn the determiner alongside the noun? -Can they say and write at least one short phrase using the verb 'je suis' (I am) and an animal in French?	-Can they match most of these verbs to their picture from memory? _Can they say and write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French?	French using their correct determiner? -Can they attempt to spell 5 of these words unaided from memory and with accuracy? -Can they ask somebody in French if they like a particular fruit? -Can they say in French which of the 10 fruits they like and dislike?	talk about themself and ask others for simple information in return? -Can they understand numbers 1-20, count and use the numbers out of sequence? -Can they tell you their nationality and know that the pronunciation changes if I am a girl or boy?	items typically offered in the café using the correct determiner? -Can they attempt to change a singular noun to plural in French? -Can they ask for items that they would like to eat and drink?
PE	Invasion Games	Dance	Gymnastics World Sports	OAA	Athletics Swimming	Striking and Fielding Rallying