Growing up Global

Lower Key Stage 2

Curriculum Intent

In our Growing up Global creative curriculum this term, we intend to provide the children with a range of contexts in which to study, including opportunities for independent learning.

We hope to encourage the children in being more inquisitive in the world they live in, developing a sense of awe and wonder through encouraging them to ask questions, with the aim to develop their understanding and broaden their knowledge about the Earth's structure and the impact of history. We will aim to provide children with space to reflect on their place within the world- building on our Christian ethos and values, through encouraging them to think about how they can bring about positive change with regards to looking after the world God so loving made.

We intend to make our curriculum meaningful and memorable throughproviding links across different subject areas, providing opportunities to embed and apply their learning in many different situations and activities, as well as sharing moments of happiness and joy with our families.

Cultural Capital

Science Enquiry

Investigate the absorption of different materials.

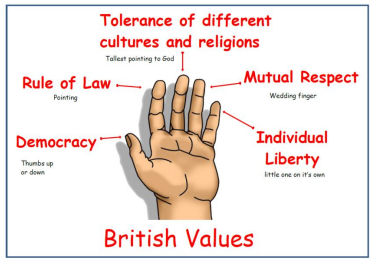


DT Day

Design, make and evaluate a bridge



British Values Day



Art Day

Create impressionist style painting.



Parent Sharing Afternoon



Computing Day

Creating Media

Computing Systems & Networks

Oracy & Vocabulary.

Speaking & Listening

-Book talk – reading, taking it in turns to listen and share ideas

-Perform poetry with intonation, tone, volume
and action

-Reading their own work aloud to make the meaning clear.

Vocabulary

-Vocabulary explored in context

-Clarify vocabulary

-Identify how language, structure, and presentation contribute to meaning

-Shared reading

-Vocabulary linked to topics explored and displayed on vocabulary wall

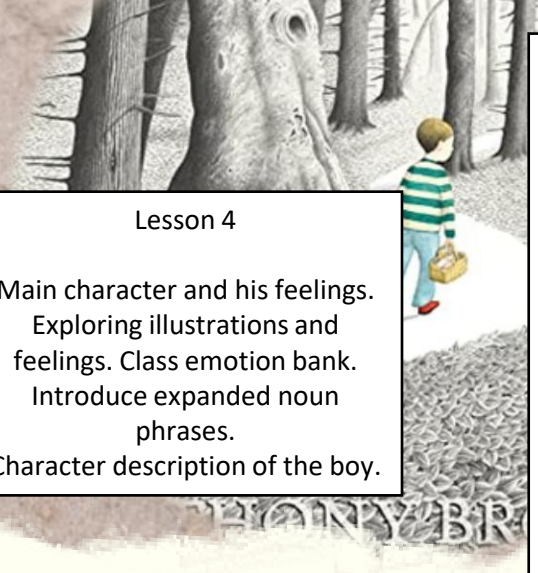
Retrieval



Starter
PowerPoint activities
Quizzes
iSing Pop
Blooket

English

Autumn A– Narrative



Lesson 1	Lesson 2	Lesson 3	Lesson 4
Hook Lesson – Outside Fairy Tale Hunt Fairytales that we already know in thought bubbles. Introduce front cover and blurb.	Simple Sentences. Read opening pages – the boy's feelings. Put the boy's feelings into simple sentences.	Objects and prepositions. Introduce simple sentences being expanded using object or prepositional phrase. Simple description of the house and garden.	Main character and his feelings. Exploring illustrations and feelings. Class emotion bank. Introduce expanded noun phrases. Character description of the boy.
Lesson 5	**Lesson 6**	**Lesson 7**	**Lesson 8**
Forest Setting Description. Read pages before entering the forest. Nature walk outside. Model using powerful verbs and descriptive sentences. Forest description using descriptive language.	Compound sentences using 'and'. Read first encounter – Jack and the Beanstalk. Teach compound sentence – each part containing a simple sentence.	'But' as a co-ordinating conjunction. Encounter with Goldilocks. Examples of sentences containing 'but' – where does each clause begin and end.	Choice and Possibility – Conscience Alley. This or that – which would you rather? Read Hansel and Gretel – what choices should the boy make?
Lesson 9	**Lesson 10**	**Lesson 11**	**Lesson 12**
Complex sentence using 'because'. Discuss the reasons for the boy's actions. Explain the boy's action using 'because'.	Introduce complex sentence using 'if'. Pause during reading and make prediction on what has happened so far. Prediction paragraph using 'if' .	Sequencing Events Read section on LRRH Introduce complex sentence using 'when' to sequence events. Recount the event with Little Red Riding Hood.	Explore emotions through a journey. Track how the boy's emotions change. Make an emotion timeline. Feelings paragraph to show the boy's emotions.

Grammar and Punctuation

Identify and explore simple sentences knowing that it needs a noun and a verb (main clause).

Identify and explore compound sentence using 'and', 'but', 'or' knowing that it needs two main clauses and a conjunction.

Sentence Structure

Simple sentence:
The dog sat down.
Sarah walked to the park.
He threw the ball.

A simple sentence starting with a noun/pronoun followed by a verb then a preposition or object.

Compound sentences (co-ordination – and, but, or):
It was raining outside but we still went out to play.
We can play in the garden or we can go to the park.
Both clauses have a verb.

The two clauses are joined together with the conjunction 'and', 'but' or 'or'

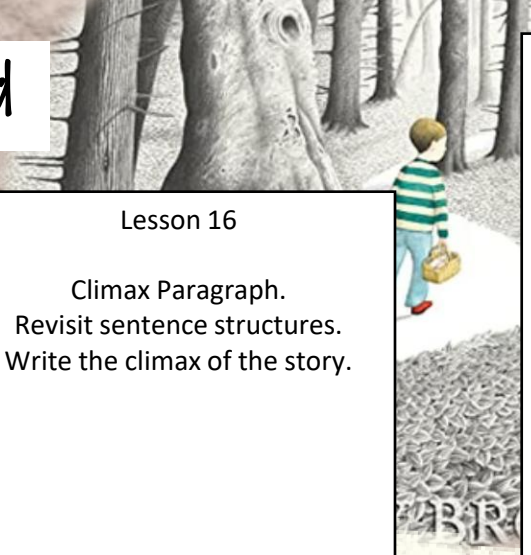
Composition

Think carefully about what I am going to write by planning and talking about my ideas and creating boxed up plans including vocabulary and grammatical features.

Read my own writing to a group or class using appropriate intonation/tone/volume, so that the meaning is clear.
In narratives create settings.

English

Autumn A– Narrative Continued



Lesson 13	Lesson 14	Lesson 15	Lesson 16
Describe a fairy tale character. Compare Brown's version to the original character. Character description using varied sentence structure.	Exploring suspense using Grandma's house. Read up to the approach to Grandma's house. Revise exclamation and question marks. Suspense Paragraph.	Commas in a List. Examine illustrations from Grandma's house. Build descriptive language and vocabulary. Detailed setting description of Grandma's cottage using commas in a list.	Climax Paragraph. Revisit sentence structures. Write the climax of the story.

Lesson 17
Drafting.

Lesson 18
Drafting.

Lesson 19
Editing.

Lesson 20
Publishing.

Lesson 21
Publishing.

Grammar and Punctuation

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In narratives create settings.

Autumn A–Shared Reading

Y3 Autumn 1
The Sea Book
Charlotte Milner

Lesson 1

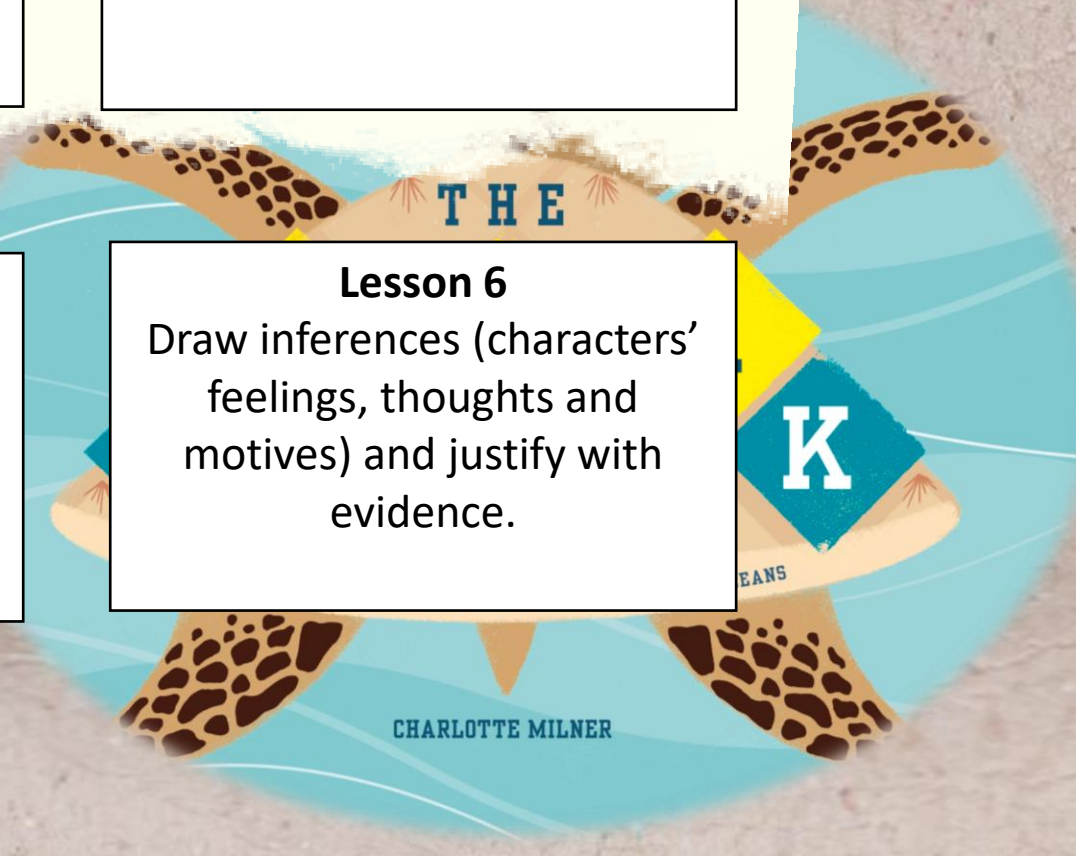
Ask questions to improve understanding.

Lesson 2

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.

Lesson 3

Ask questions to improve understandings.



Lesson 4

Discuss words and phrases that capture the reader's interest and imagination.

Lesson 5

Discuss words and phrases that capture the reader's interest and imagination.

Lesson 6

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence.

Autumn B–Shared Reading

Y4 Autumn 1
A world Full of Animals
Angela McAllister

Lesson 1

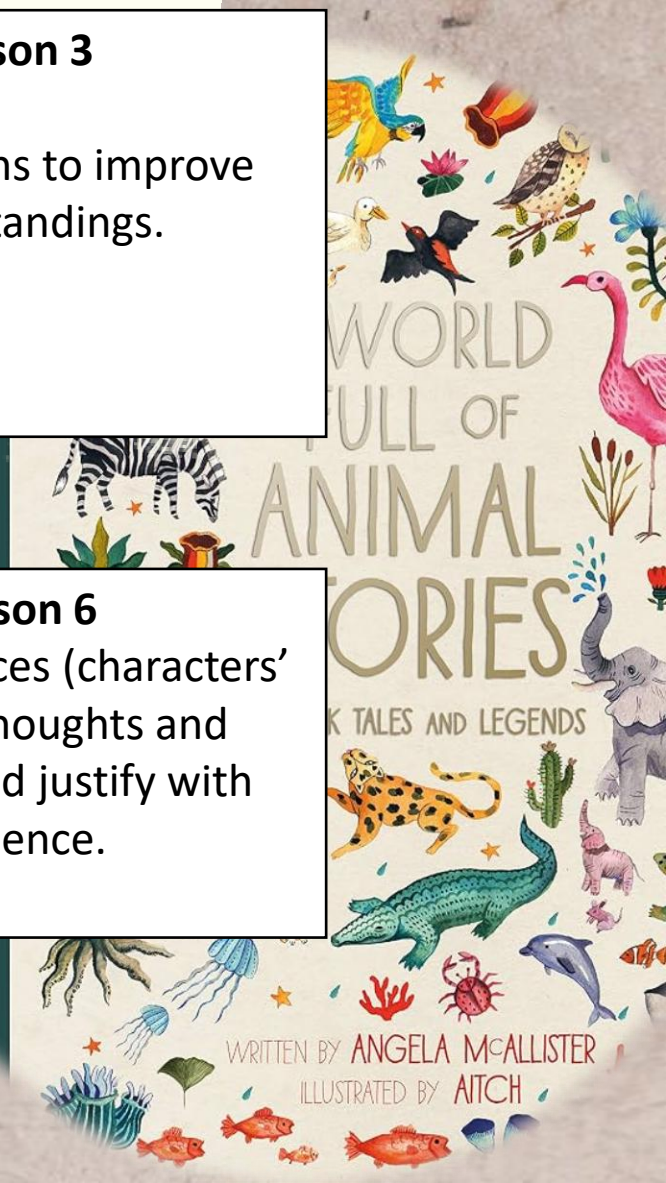
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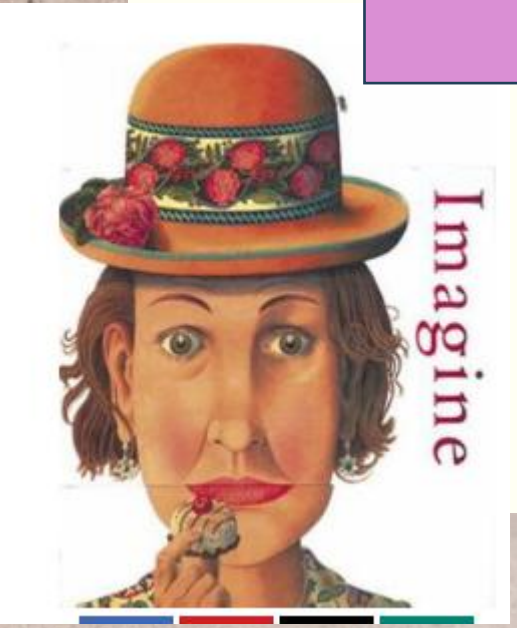
Lesson 6

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence.

Autumn B–Leaflet



TBC



Grammar and Punctuation

Recap which nouns can be proper nouns and use capital letters appropriately (eg. people, places, days, months).

Understand that nouns for titles and brands need a capital letter.
Use the determiner ‘the’ before a noun.

Use the determiners ‘a’ and ‘an’ considering whether the noun starts with a vowel or consonant.

ognise numbers as determiners.

Sentence Structure

Double –ly ending:
e swam slowly and falteringly.
rode determinedly and swiftly.
e laughed loudly and heartily.
e tiptoed quietly and carefully.

The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.

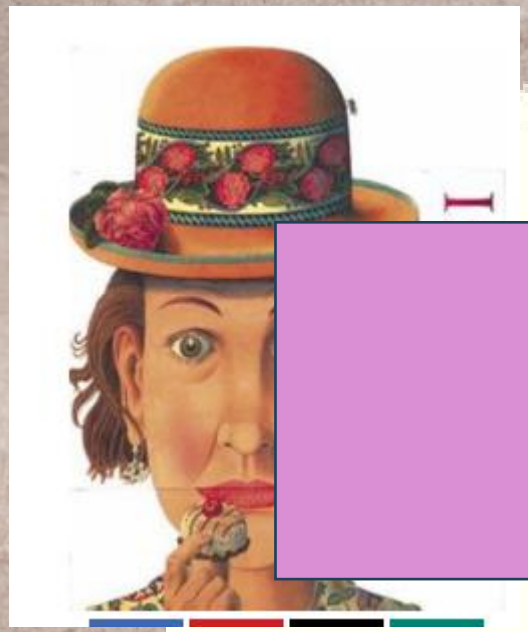
Composition

Write non-fiction, using simple devices to organise my work.

Organise paragraphs around a theme.

Plan what I am going to write by discussing similar writing considering structure, vocabulary and grammar as a class.

Autumn B–Information Text



TBC

Grammar and Punctuation

rases to describe and specify before and after the noun.

ositions to express time, place and cause.

Composition

for spelling and punctuation.

Maths – Year 3



Place Value

- Counting in 100s
- Representing numbers to 1000
- -100s, 10s and 1s
- -the number line to 1000
- -finding 100, 10 and 1 less/more than
- -comparing numbers to 1000
- -ordering numbers to 1000
- -counting in 50s

Addition & Subtraction

- Adding and subtracting 100s
- Adding and subtracting a 2-digit number and 1s
- Subtracting 1s from a 3-digit number
- Adding and subtracting a 3-digit number and 10s
- Adding a 3-diit number and 10s
- Subtracting 10s from a 3-digit number
- Adding and subtracting a 3-digit and 2-digit number
- Addition and subtraction patterns
- Adding two 3-digit numbers
- Subtracting two 3-digit numbers
- Estimating answers to additions and subtractions
- Checking strategies
- Problem solving – addition and subtraction

Multiplication & Division

- Multiplication - equal grouping
- Multiplying by 3
- Dividing by 3
- 3 times - table
- multiplying by 4
- Dividing by 4
- 4 times-table
- Multiplying by 8
- Dividing by 8
- 8 times-table
- Problem solving – multiplication & division
- Understanding divisibility

Maths – Year 3

Vocabulary

Place Value
Hundreds
Tens
Ones
Less than
More than

Divide
Share
Groups

Addition
Plus
Total
Altogether
Sum
More
estimate

Subtraction
Minus
Take away
Difference
Less

Multiplication
Array
Groups

Maths Learning- Year 4



Place Value:

- Numbers to 1000
- Rounding numbers to nearest 10, 100 and 1000
- Counting in 1000's
- 1000 more or less
- Comparing 4 digit numbers
- Ordering numbers to 10,000
- Counting in 25's
- Negative numbers

- Multiplying numbers up to 4 digits by a 1-digit, and a 2-digit number
- Dividing numbers up to 4 digits by a 2-digit number
- Mental calculations

Four Operations:

- Adding and subtracting 1's, 10's, 100's, 1000's
- Adding two 4 digit numbers
- Subtracting two 4 digit numbers
- Estimating
- Problem Solving
- Multiplying by multiples of 10 and 100
- Dividing by multiples of 10 and 100
- Multiplying more than 2 numbers
- Dividing a 2 digit number by 1 digit number
- Dividing a 3 digit number by 1 digit number
- Division with remainders

Maths Vocabulary: Year 4

tens hundreds thousands
rounding order more than (>)
less than (<) partition numerals
nearest distance

multiply (×) divide (÷)
multiplication fact division fact
lots of groups of times-table array

addition total more than
subtraction less than column method
estimate how much strategy
efficient accurate exact
fact diagram

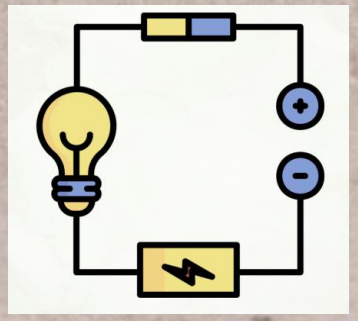
thousands ascending descending
rounding negative step
multiple greater than (>) less than (<)

multiply divide times-tables
partition array bar model
part-whole model remainder
factor pair factors commutative

Science - Electricity

To identify common appliances that run on electricity.

To construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.



To identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp is part of a complete loop with a battery.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

Recognise the dangers of electricity and how to keep ourselves safe.

Science - Living Things & Their Habitats

2
Explore and use classification keys

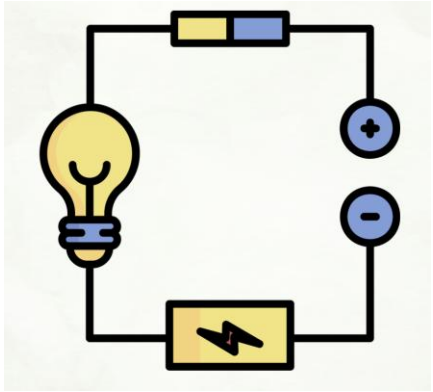
3/4
Use classification keys to help group, identify and name a variety of living things in their local and wider environment.



1
Recognise that living things can be grouped in a variety of ways.

5
Recognise that environments can change and that this can sometimes pose dangers to living things.

Science Vocabulary



Electricity
Appliances
Circuit
Cell/ Wire/ Bulb/ Switch
Buzzer/ Lamp/ Loop
Battery
Open switch
Closed switch
Conductor
Insulator
Motor
Gap
Metal
Plastic
Wood

Classification
Vertebrate animal (fish, amphibian, reptile, bird, mammal)
Invertebrate animal (snail, slug worm, spider, insect)
Flowering plant (grasses)
Non-flowering plant (fern, moss)
Human impact
Nature reserves
Population
Development
Litter
Deforestation
Environment
Habitat/ Micro-habitat





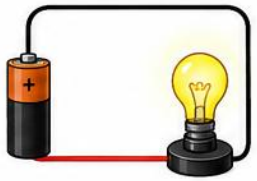
Electricity

A type of energy that makes things work.



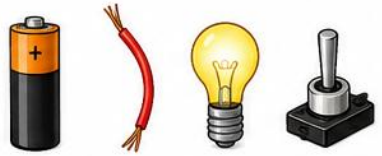
Appliances

Machines or devices that help us do tasks.



Circuit

A complete path that electricity can flow around.



Cell / Wire / Bulb / Switch

Parts used to make and control electricity.



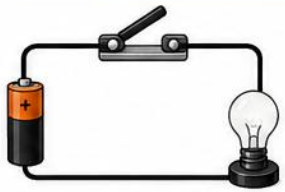
Buzzer / Lamp / Loop

Other parts that can be used in a circuit.



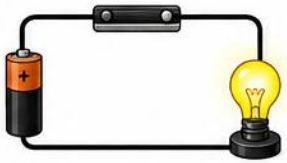
Battery

A device that stores energy to make electricity.



Open switch

A switch that is open breaks the circuit so electricity cannot flow.



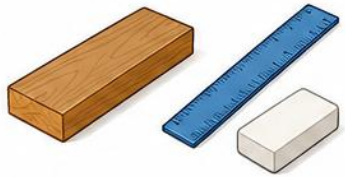
Closed switch

A switch that is closed completes the circuit so electricity can flow.



Conductor

A material that lets electricity flow through it easily.



Insulator

A material that does not let electricity flow through it easily.



Motor

A device that uses electricity to produce movement.



Gap

A space between parts where electricity cannot flow.



Metal

A strong, shiny material that is a good conductor of electricity.



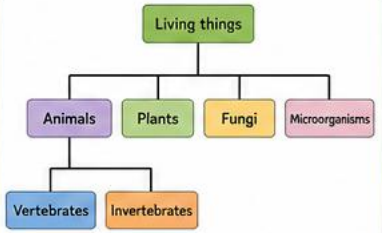
Plastic

A man-made material that is an insulator.



Wood

A natural material that is an insulator.



Classification

Sorting living things into groups based on their similarities and differences.



Vertebrate animal (fish, amphibian, reptile, bird, mammal)

Animals that have a backbone (skeleton inside their body).



Invertebrate animal (snail, slug, worm, spider, insect)

Animals that do not have a backbone.



Flowering plant (grasses)

Plants that have flowers and seeds.



Non-flowering plant (fern, moss)

Plants that do not have flowers or seeds.



Human impact

The effect that people have on the environment.



Nature reserves

Areas of land protected to keep nature and wildlife safe.



Population

All the living things of one type in a particular area.



Development

Building new homes, roads or areas where land was not built on before.



Litter

Rubbish that is left in the environment in the wrong place.



Deforestation

Cutting down large numbers of trees and clearing forests.



Environment

The natural world around us, including living things, air, water and land.



Habitat

The natural home of a plant or animal where it gets everything it needs to survive.



Micro-habitat

A small part of a habitat where tiny living things live.

Religious Education

Good News

Called by God: What does it mean to be called by God?

God – Salvation - Discipleship

- To understand that the Old Testament Prophets were called by God to give his message to the people.
- To describe how the prophets were telling the people to turn back to God and mend their relationships.
- To describe aspects of daily life of a faith leader.
- To describe the impact of responding to God's call on a person's life.

Lesson 1

Theology / Believing

How does the Bible describe God?

Mystery Bag Starter – How do the words describe God? heart, crown, paintbrush, sheep, torch, small rock.

Read simple Bible verses that describe God e.g. God is love (1 John 4:8), The Lord is my shepherd (Psalm 23), God made the world (Genesis 1), I am the light of the world (John 8:12).

God is Artwork.

Lesson 2

Philosophy / Thinking

Can I describe my own views about God?

What do I think game – show picture of an item. What do you think about it – showing different opinions.

What words – what words would you use to describe someone who is kind? What words would you use to describe God.

People all have different views, this can be because of religion, upbringing, experiences and questions. Each view should be respected and valued.

My idea of God reflection.

Lesson 3

Theology / Believing

In what way does God call people? How does he speak to them?

Children have their eyes closed. Play sounds like a bell, running water, birds, clapping and someone calling their name.
How do they know when someone wants their attention?

God can call people in lots of different ways like he did in the Bible – Samuel, Moses, Mary. Sometimes people are surprised to be called by God.

If someone asked you to help someone, would you? Why?

Lesson 4

Philosophy / thinking

How does God communicate with people today compared to Biblical times?

Pass the message around the circle – did the message stay the same? How do people send messages today?

Bible – Angles, doves, burning bush. Now, prayer, church, helping others, nature. Sort pictures into the right category.

How does God communicate with us artwork.

Lesson 5

Human Social Science – Living

How might being called by God change the way a person lives or treats others?

Secret kindness mission card – all children given one to do throughout the day. How did it make them feel completing the task?

Christians help others because they believe that God wants them to. Examples, donation, food bank, raising money, helping lonely people.

Kindness tree with leaves. On each – who they could help and how.

Biblical text covered

Religious Education

Good News

God – Kingdom

? How does the presence of Jesus impact on people's lives?

- To describe how Christians believe that Christmas is a celebration of Jesus, who is Emmanuel, God with us.
- To explain how Christians believe God is with them through his son, Jesus, and the Holy Spirit.
- To retell and reflect on stories about the presence of Jesus changing people's lives.
- To ask good questions about religious beleifs.

Lesson 1
Believing / Thinking

What does it mean to be here and present?

Present or not present starter game – children stand in different parts of the classroom. Different scenarios, move to one side for present, one side for not present. What does present mean?

Presence can involve attention, care and listening to someone. E.g. The Good Samaritan – the Samaritan was present with the injured man.

Activity – Scenario Bubbles – how can we show we are present in these scenarios?

Lesson 2
Living

In what ways do Christians believe that God is with us?

Invisible but real starter game – objects around the room that they can feel but not see. How do you know that something is there if we cannot see it?

Christians believe that God cannot normally be seen, but they believe that his presence can be experienced in different ways. Moses and the Burning Bush and Jesus' Promise.

Activity – Prayer Stations to experience God's presence (prayer, worship, bible, other people, art)

Lesson 3
Believing

How might it feel to be in the presence of God?

How would you feel starter game – circle time and children choose an emotion card. Can each child experience this differently?

Isaiah's Vision – how he visioned God.

Activity – Emotion Silhouettes – white silhouettes with smudges black and colourful outlines. Possible emotions written inside with labels hanging on string.

Lesson 4
Living. Believing

How did the birth of Jesus show Christians that God wanted to be present with people?

Someone is coming starter activity – explain that someone exciting is coming to visit the classroom, how should we prepare? How might we feel? What would we want the visitor to know?

Jesus' birth was the arrival of someone important. God coming into the world as a human being. Introduce the word incarnation.

Retell Christmas Story - God with us activity.

Lesson 5
Living

In what ways do Christians believe they can be in the presence of Jesus today?

What would Jesus do starter game – scenarios around the room, how would we react? How would Jesus react?

Retell Christmas Story –why did Jesus come to the world?

Christian Charity Investigation – who does the charity help? What do they do to help? What Christian values can we see in their work? How does this connect with Jesus' teaching?

Biblical text covered

Religious Education Vocabulary



Presence
God
Jesus
Emmanuel
Incarnation
Christian
Worship
Compassion
Charity
Service

WE HAVE THIS HOPE as an ANCHOR for the SOUL · FIRM AND SECURE ·

Intent for the teaching of History and Geography

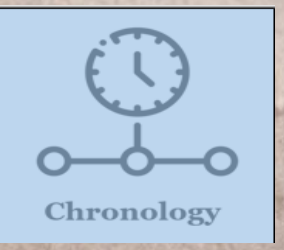
How we link the knowledge together – today, tomorrow and yesterday
Foster enthusiasm and curiosity and investigation skills
Enhance retrieval through knowledge walls and high-quality quizzes and vocabulary
Identify sources of information – primary, secondary, data collection and interpretation.

Growing up Global

How did people and places shape the world's earliest civilisations?



The impact of lives and societies, people and places during Early British Civilisations.



Exam, interpret and evaluate a number of sources data collection with reference to the chronology and events of these early civilisations



Identify key figures in History their characteristics and method of rule. Understand the important figures in Ancient Sumer, Indus Valley, Ancient Egypt and The Shang Dynasty of China.



Understand the reasons for invasion, migration and settlement in each of the four civilisations and why this was a great achievement.



Exam, interpret and evaluate a number of sources with a focus on data collection, mapping and fieldwork. To think about how maps can help civilisations.



Understand the climates of the world, biomes and impact on the area relating to each of the four civilisations.



The impact of people on the world, settlement, migration, buildings, bridges and changes to the natural world and natural resources with reference to the success of each civilisations.



To understand the natural make up of the world in terms of continents, countries, oceans and natural features with specific reference to rivers and bodies of water.

UNDERSTANDING OF THE WORLD – HISTORY AND GEOGRAPHY

Enquiry Question: How did people and places shape the world's earliest civilisations?

Sub Enquiry



Geography –Where in the world were the first great civilisations?

Key Vocabulary

Civilisation, ancient, continent, equator, settlement

Key Knowledge

The world's earliest civilisations were in different parts of the world including Ancient Egypt, Ancient Sumer, Indus Valley and Ancient China.

Sub Enquiry



Geography – How can imaginary lines help us to locate places on Earth?

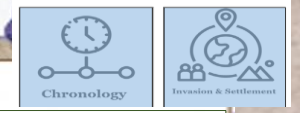
Key Vocabulary

Latitude, longitude, equator, hemisphere, prime Meridian

Key Knowledge

Lines of latitude show how far north or south a place is, while longitude shows how far east or west.

Sub Enquiry



History – What did all ancient civilisations have in common?

Key Vocabulary

Civilisation, society, agriculture, government, trade.

Key Knowledge

Ancient civilisations shared characteristics such as organised government, farming, different jobs, trade and settlements.

Sub Enquiry



History – Was everyone an ancient Egyptian?

Key Vocabulary

Pharaoh, hierarchy, scribe, farmer, society.

Key Knowledge

Ancient Egyptian society was organised into different groups – people experienced different ways of living depending on position in society.

Sub Enquiry



History – Was ancient Egypt the only civilisation developing thousands of years ago?

Key Vocabulary

Chronology, timeline, contemporary, civilisation, period

Key Knowledge

Ancient Egypt developed alongside other civilisations. Historians use timelines to understand when different civilisations existed.

Sub Enquiry



History – What would an ancient civilisation need in order to function as a city?

Key Vocabulary

Settlement, population, resources, infrastructure, trade

Key Knowledge

An ancient city would need food, water, homes, jobs, transport, government, and systems for storing and exchanging resources.

UNDERSTANDING OF THE WORLD – HISTORY AND GEOGRAPHY

Enquiry Question: How did people and places shape the world's earliest civilisations?



Sub Enquiry



History – How did Geography help Ancient Egypt become a civilisation?

Key Vocabulary

Nile, flood, fertile, irrigation, agriculture

Key Knowledge

The River Nile provided water and fertile soil, allowing ancient Egyptians to grow food and support a growing population.

Sub Enquiry



History –What was the greatest achievement of each civilisation?

Key Vocabulary

Achievement, innovation, technology, significance, legacy.

Key Knowledge

Each civilization developed important achievements in areas such as writing, engineering, technology and planning.

Sub Enquiry



History – What was Ancient Egypt's greatest achievement?

Key Vocabulary

Pyramid, hieroglyphics, medicine, engineering, irrigation.

Key Knowledge

They made significant advances in engineering, writing, medicine and agriculture.

Sub Enquiry



Geography – why did the location of the civilisations matter?

Key Vocabulary

Tropic of Cancer, Tropic of Capricorn, climate, fertile, agriculture.

Key Knowledge

Many civilisations developed near reivers because they provided fertile land for farming.

Sub Enquiry



Geography – Maps are very useful, can we draw a map of our school?

Key Vocabulary

Map, drawing, sketch, key, compass points.

Key Knowledge

Maps can be used to show where things are and can be used to plan out routes.

Sub Enquiry

Key Vocabulary

Key Knowledge

civilisation



A large, organised society with its own culture and way of life.

settlement



A place where people choose to live and build homes.

agriculture



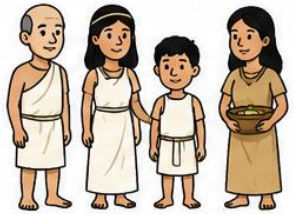
The practice of growing crops and rearing animals for food.

government



The system or group of people who make and enforce rules.

society



All the people who live together in a community and share a culture.

trade



The exchange of goods and services between people or places.

chronology



The order in which events happen over time.

evidence



Information that helps us learn about the past and find out what happened.

achievement



Something important that someone or a civilisation has accomplished.

significance

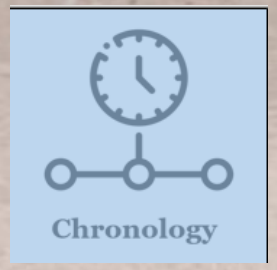


How important something is and the impact it has.









continent



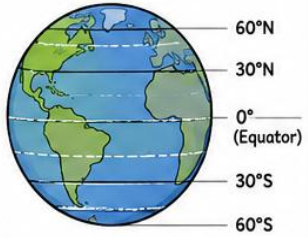
A large area of land on Earth, such as Africa or Asia.

ocean



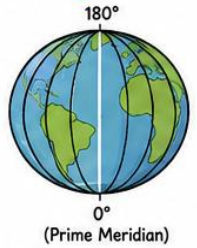
A huge area of salt water that covers much of the Earth.

latitude



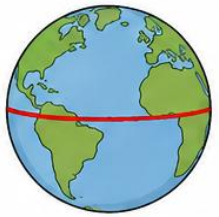
Imaginary lines that run east to west. They show how far north or south a place is from the Equator.

longitude



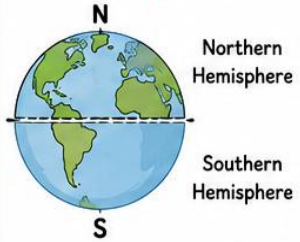
Imaginary lines that run north to south. They show how far east or west a place is from the Prime Meridian.

Equator



An imaginary line around the middle of the Earth that is 0° latitude. It divides the Earth into the Northern and Southern Hemispheres.

hemisphere



Half of the Earth. The Equator divides the Earth into the Northern and Southern Hemispheres.

Tropic of Cancer



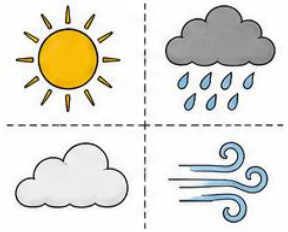
An imaginary line of latitude about 23.5° north of the Equator. It is the most northern line where the sun can be directly overhead.

Tropic of Capricorn



An imaginary line of latitude about 23.5° south of the Equator. It is the most southern line where the sun can be directly overhead.

climate



The usual weather conditions in a place over a long period of time, such as hot, cold, dry or wet.

map



A drawing that shows the features or places in an area. Maps use symbols and keys to help us understand places.









Dodgeball
Year 3 - Autumn A

Introduce Passing & Receiving

Introduce Passing & Creating Space

Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Levels & Direction
Year 3 - Autumn A

Introduce Passing & Receiving

Introduce Passing & Creating Space

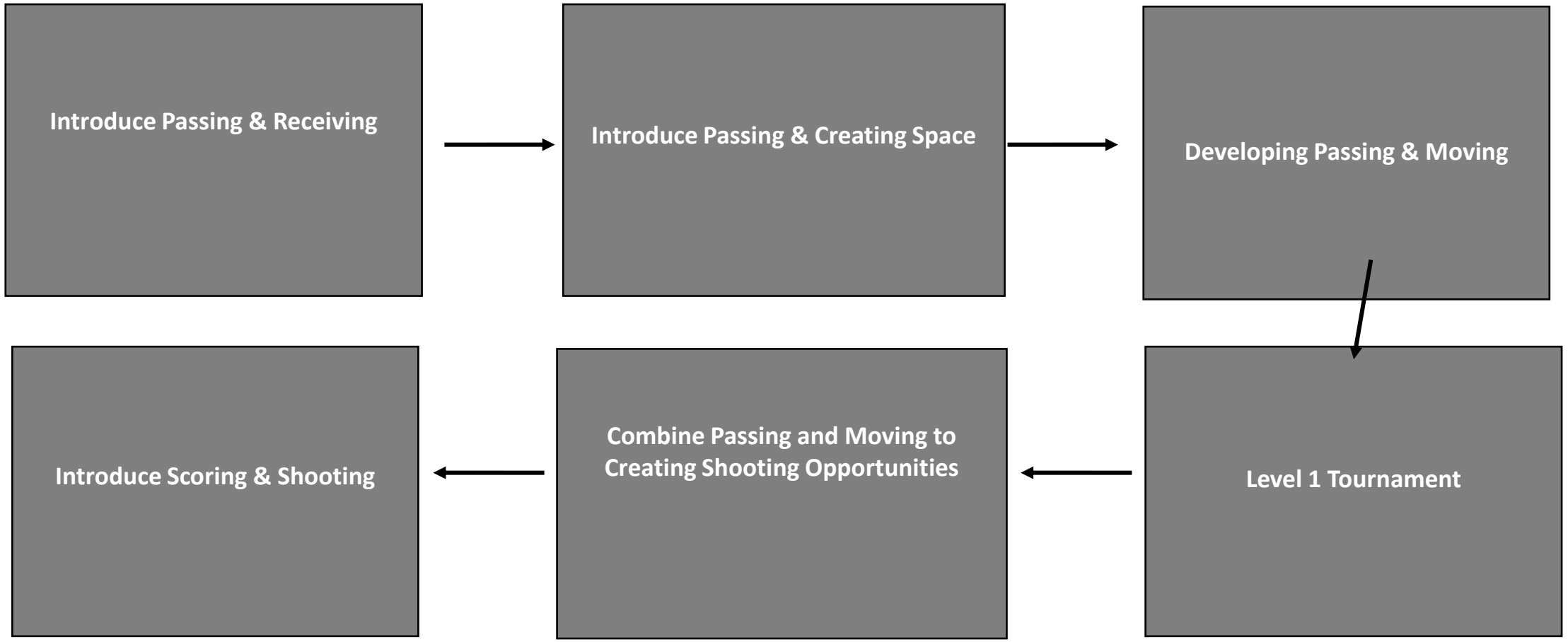
Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Cricket
Year 4 - Autumn A



Competition
Year 4 - Autumn A

Introduce Passing & Receiving

Introduce Passing & Creating Space

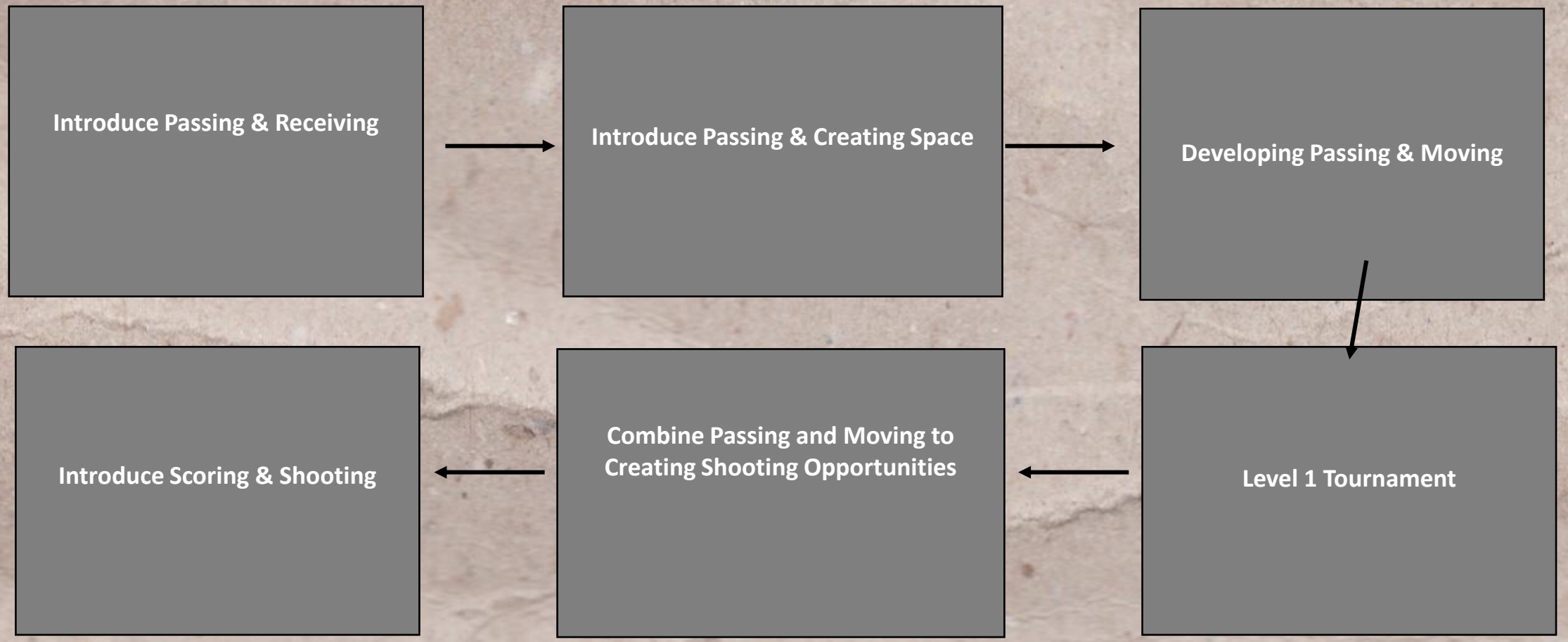
Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Mindfullness
Year 3 - Autumn B



Game Sense Net/Wall
Year 3 - Autumn B

Introduce Passing & Receiving

Introduce Passing & Creating Space

Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Athletics
Year 4 - Autumn B

Introduce Passing & Receiving

Introduce Passing & Creating Space

Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Wild Animals
Year 4 - Autumn B

Introduce Passing & Receiving

Introduce Passing & Creating Space

Developing Passing & Moving

Level 1 Tournament

Combine Passing and Moving to Creating Shooting Opportunities

Introduce Scoring & Shooting

Computing Year 3

Computing Systems & Networks - Connecting Computers

1. How does a digital device work?

To explain that digital devices accept inputs.

2. What parts make up a digital device?

To classify input and output devices.

3. How do digital devices help us?

To explain how I use digital devices for different activities.

4. How am I connected?

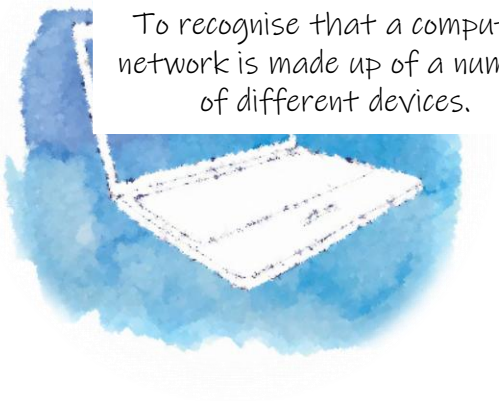
To recognise different connections.

5. How are computers connected?

To recognise that a computer network is made up of a number of different devices.

6. What does our school network look like?

To identify how devices in a network are connected together.



Creating Media - Stop Frame Animation

1. Can a picture move?

To draw a sequence of pictures and a flip-book animation.

2. Frame by Frame

To predict what an animation will look like.

3. What's the story?

To break down a story into settings, characters and events.

4. Picture Perfect

To use onion skinning to help to make small changes between frames.

5. Evaluate and make it great!

To explain ways to make my animation better.

6. Lights, Camera, Action

To add other media to my animation.

Computing Year 4

Computing Systems and Networks - The Internet

1. Connecting Networks

To describe the internet as a network of networks.

2. What is the internet made of?

I can describe networked devices and how they connect.

3. Sharing Information

I can describe where websites are stored when uploaded to the WWW.

4. What is a website?

I can explain what media can be found on websites.

5. Who owns the web?

I can explain that websites and their content are created by people.

6. Can I believe what I read?

I can explain that not everything on the World Wide Web is true.



Creating Media - Audio Production

1. Recording Sound

2. I can identify that input and output devices used to record and play sound.

2. Editing Audio

I can inspect the soundwave view to know where to trim my recording.

3. Planning a Podcast

I can explain how sounds can be combined to make a podcast more engaging.

4. Creating a Podcast

I can explain how sounds can be combined to make a podcast more engaging.

5. Behind the Scenes

I can open my project to continue working on it.

6. Evaluating Podcasts

I can listen to an audio recording to identify its strengths.



Computing Vocabulary

Year 3

- Digital device
- Input
- Process
- Output
- Program
- Connection
- Network
- Switch
- Server
- Wireless access point
- Sockets
- Cables

Year 3

- Animation
- Flip book
- Stop frame
- Sequence
- Image
- Photograph
- Setting
- Character
- Events
- Onion skinning
- Consistency
- Evaluation
- Delete
- Media
- Import
- transition

Year 4

- Internet
- Network
- Router
- Security
- Web address
- Routing
- Content
- Links
- File
- Ownership
- Permission
- Information
- Accurate
- Honest
- Content
- adverts

Year 4

- Image
- Edit
- Crop
- Rotate
- Adjustments
- Hue
- Saturation
- Sepia
- Vignette
- Retouch
- Clone
- Combine
- Composite
- Cut
- Copy
- Paste
- Background
- zoom

E-Safety - Year 3

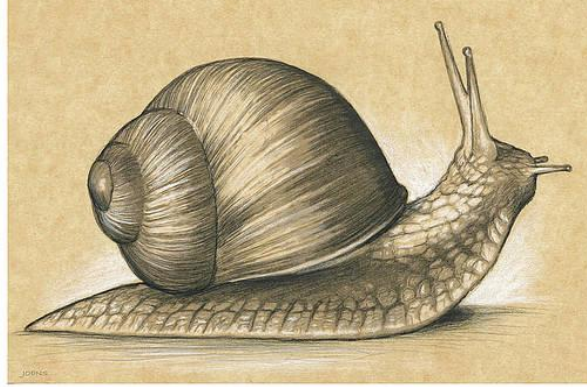


E-Safety - Year 4



Art - Drawing

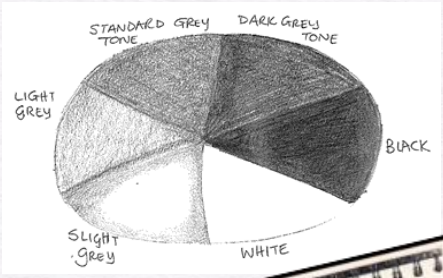
To improve their mastery or art and design techniques, including drawing with a range of materials (for example, pencil, charcoal, paint and clay).
To create sketchbooks to record their observations and use them to review and revisit ideas.
To know about the work of great artists, architects and designers in history

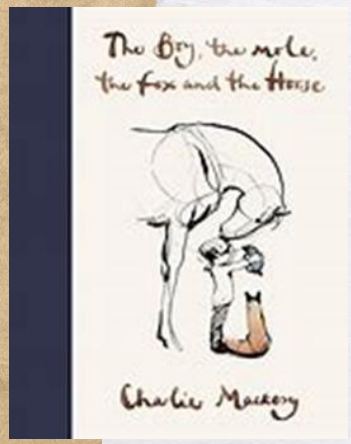


Artist study
Charlie Mackesy create an artist collage and add to through out the art day

Charlie Mackesy Pictures
Create line drawings - experiment with ways in which surface detail can be added to drawings.

Begin to show an awareness of objects having a third dimension.
Draw and shade 3D shapes shapes / objects in the classroom.





Charlie Mackesy style of work
Create line drawings again, adding surface detail. Then apply tone in a drawing in a simple way.

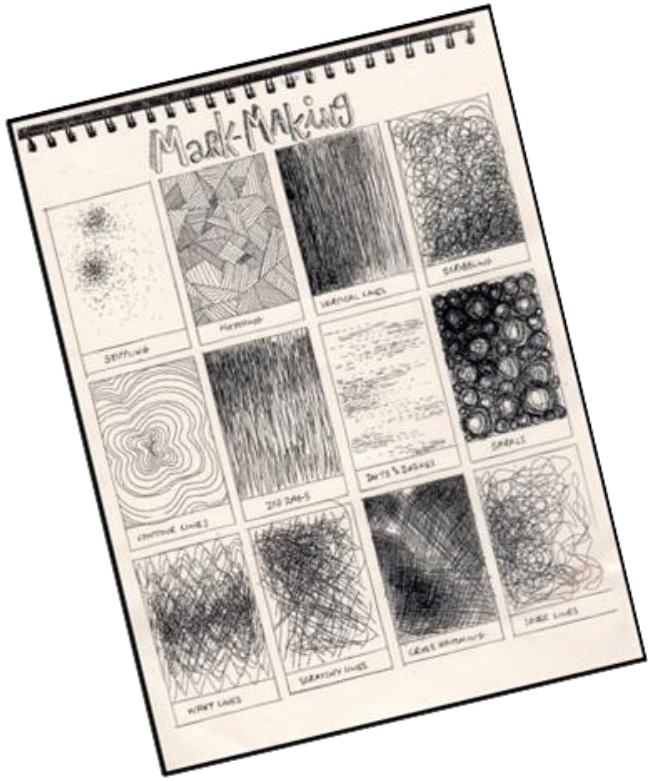
Link to school vision

Experiment with different grades of pencil and other implements to create lines and marks.
Create a shading wheel / strip.

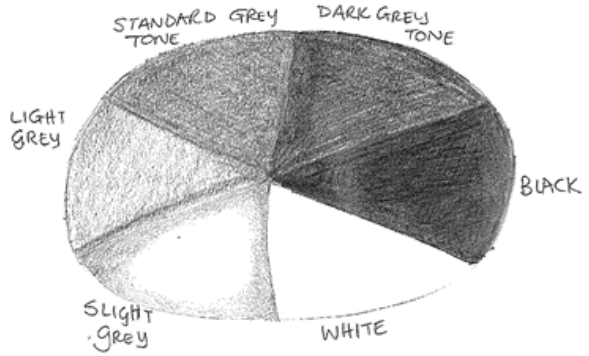
Begin to show an awareness of objects having a third dimension.
Draw and shade 3D shapes shapes / objects in the classroom.



Art - Drawing



Expressive
Continuous
Fluid
Sketchy
Gestural
Minimalist
Delicate
Emotive
Organic
Whimsical



Design Technology

Design

-Use research and develop design criteria to inform the des
-Investigate the key fe
bridge, using ideas f
designing. Produce a
exp

-Trial and adapt work

-Communicate what y
annotated sketches
sketches with resourc
the different elements of design.

- Dragon's den pitch- pitch our idea to others on our table- giving reason for the decisions we have made- each table chooses one deign to put to the class Each table pitches one idea and as a class we choose one design to take forward.



Needs updating !
Should be Textiles – Christmas Decoration

element of the plan.
-Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.
-Follow a step-by-step plan.
-Work accurately to measure, make cuts and holes.
-Measure accurately.
-Show knowledge of handling tools safely and which tools to use for a given task.
-Know how to strengthen a product or structure.

Evaluating

--Evaluate their bridge against design criteria and consider the views of others to improve their work.





Design Technology

Vocabulary





Needs updating !
Should be Textiles – Christmas Decoration



Cut
Shape
Join
Finish
Measure
Design Criteria

Music - Autumn A

Year 3: *I've been to Harlem*

Begin to learn the song I've been to Harlem. • Listen carefully to the shape of the melody, representing the pitches using body ladder actions. • Listen to Tongo and compare two different versions

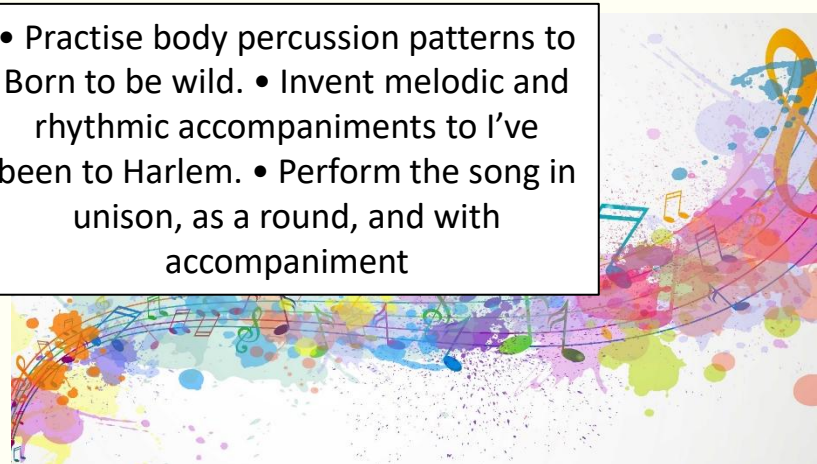
• Recap singing the song I've been to Harlem and show the shape of the tune with their voices. • Listen to, and talk about, two pieces that use the pentatonic scale: Tongo and 'Morning mood' from Peer Gynt Suite No. 1. • Make up an accompaniment for the singing using notes from the pentatonic scale. .

Sing I've been to Harlem. • Practise keeping a steady beat. • Learn the melody of Tongo. • Sing Tongo in call - and - response, holding notes at the end of phrases for the full length.

Practise singing I've been to Harlem, from memory and unaccompanied. • Invent three -note melodic ostinatos to accompany I've been to Harlem. • Play an ostinato, note cluster chord together with singing.

Learn a series of rhythms using a firm plastic cup to play along with I've been to Harlem. • Keep a beat using a 'prop' cup.

• Practise body percussion patterns to Born to be wild. • Invent melodic and rhythmic accompaniments to I've been to Harlem. • Perform the song in unison, as a round, and with accompaniment



Music - Autumn B

Year 3: *Nao chariya de* & *Mingulay boat song*

Learn about folk music.
Sing a Scottish folk song.
Listen to Scottish folk songs.

Learn about a Bengali folk song.
Sing a traditional Bengali song.
Compare two folk songs: one from Scotland and the other from Bengal
Identify similarities and differences between folk songs from different places.

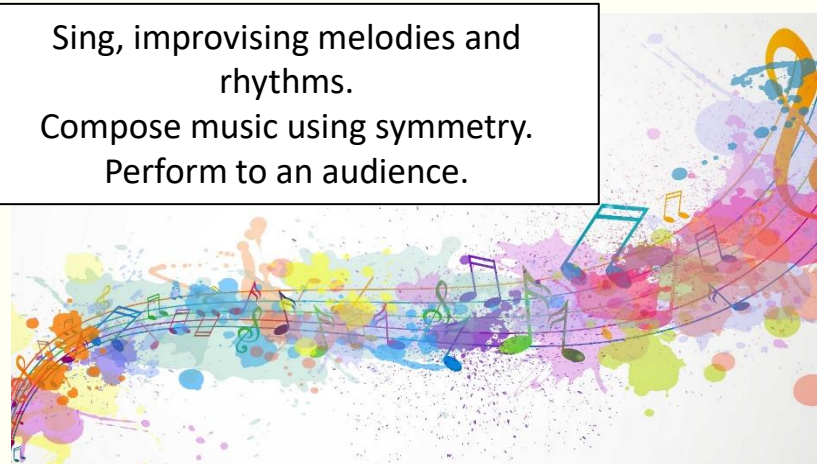
Discuss and develop ideas for a school folk song.
Pick a local traditional song or a traditional song from the Song Bank (e.g. *Roll the old chariot along)* and learn the tune.
Write new words to fit this tune.

Sound symmetry

Listen to a song, identifying symmetry in the melody and lyrics.
Compose a symmetrical warm-up.
Sing a song with a symmetrical melody.

Recognise a symmetrical structure in a song (ABA – ternary form).
Improvise a symmetrical melody and rhythm.

Sing, improvising melodies and rhythms.
Compose music using symmetry.
Perform to an audience.



Music - Autumn A

Year 4: *The Pink Panther theme*

Listen for elements in music that establish mood and character.
Explore sounds on classroom instruments to create a desired effect.
Talk about how sounds are created and about an instrument's timbre.

Listen for elements in music that establish mood and character.
Explore sounds on classroom instruments to create a desired effect.
Talk about how sounds are created and about an instrument's timbre.

Talk about how elements of music can be used to create an intended effect.
Compose a sequence of sound effects to accompany a cartoon clip.
Perform to an audience.

Talk about how elements of music can be used to create an intended effect.
Compose a sequence of sound effects to accompany a cartoon clip.
Perform to an audience.

Talk about how instruments can be played to produce an intended effect.
Compose a short storyboard and the accompanying soundtrack.
Perform to an audience.



Music - Autumn B

Year 4: Composing with colour

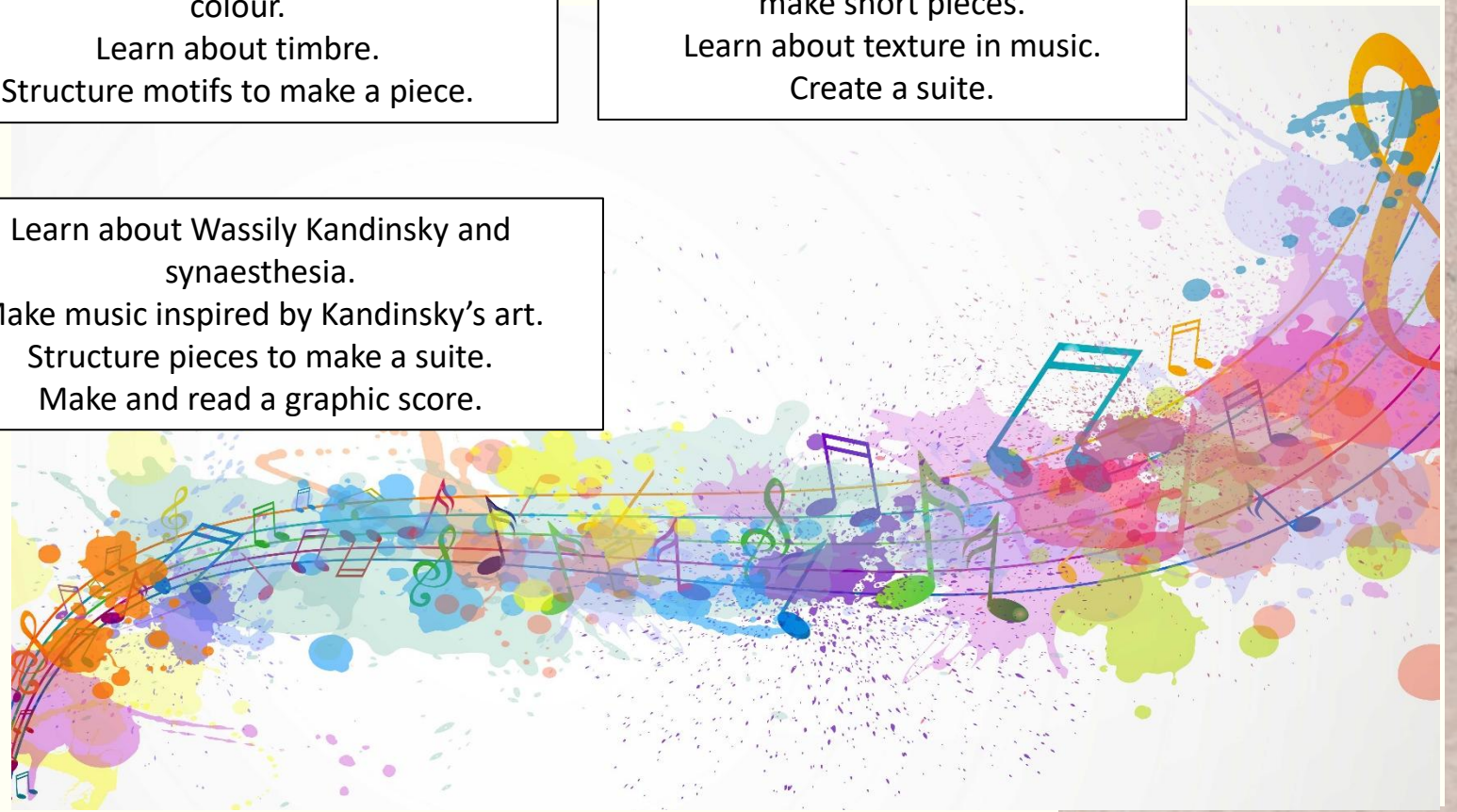
Listen to and analyse four pieces of music, all related to/inspired by colour.
Create their own sounds inspired by colour.
Learn about timbre.
Structure motifs to make a piece.

Listen to and analyse four pieces of music, all related to/inspired by colour.
Create their own sounds inspired by colour.
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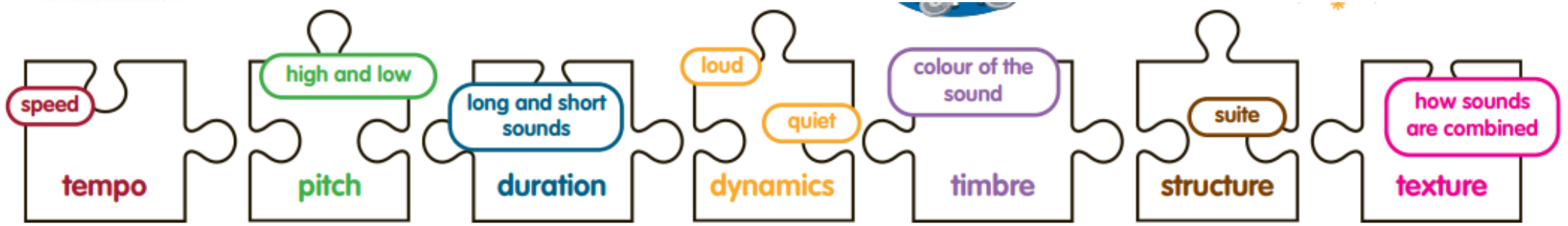
Invent short motifs inspired by Mark Rothko's paintings and use of colour.
Combine and structure their motifs to make short pieces.
Learn about texture in music.
Create a suite.

Invent short motifs inspired by Mark Rothko's paintings and use of colour.
Combine and structure their motifs to make short pieces.
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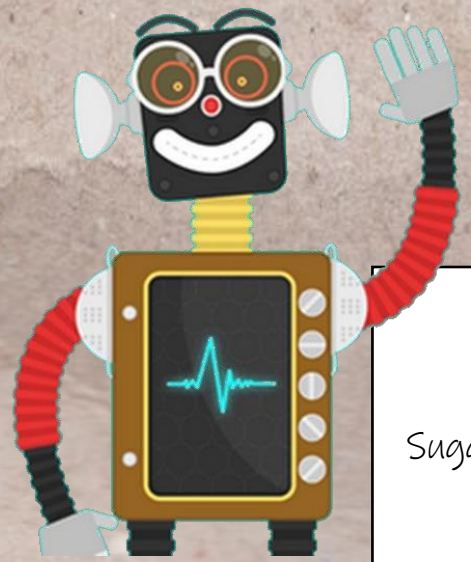
Learn about Wassily Kandinsky and synaesthesia.
Make music inspired by Kandinsky's art.
Structure pieces to make a suite.
Make and read a graphic score.



Music Vocabulary



Heartsmart - Autumn A



Get Heartsmart Y3

Get Heartsmart

Suggest several ways that I can show love to myself.

Suggest several ways that I can show love to others.

Batteries

Show ways to be kind to each other.

To describe how others are meant to be treated.

Inside Out

Describe an event that has happened.

To associate a feeling with an event.

Guard Your Heart

To know that our hearts need protecting.

To list things that we guard our hearts from.

My Squad

List some people that they are grateful for.

Explain why they are grateful for these people.

Full or Empty?

To suggest the benefits of a healthy lifestyle.

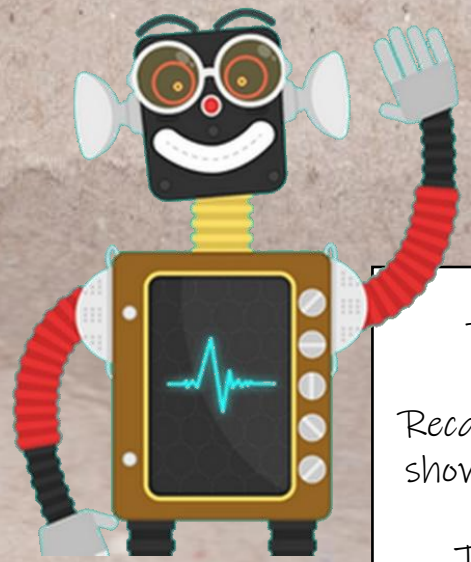
To identify the risks of an unhealthy lifestyle.

Reflection

Suggest some ways that I can care for my heart.

Suggest some ways that I can care for other people's hearts.

Heartsmart - Autumn A



Don't forget to let love in Y3

Don't forget to let love in!

Recall a way in which someone has shown them love through actions.

To describe themselves in a positive way.

Wear it with pride

To think of words to describe others.

To accept the encouragement, they are given from others.

Love is

To suggest what they think love is.

To sort words into what is love and what is not love.

Moana "I know who you are'

To describe Te Fiti before Moana restored its heart?

To suggest reasons for the change.

Growing Gratitude

List things that they are grateful for.

Explain why they are grateful for these things.

Love Yourself

Can the children try all of the snacks put in front of them?

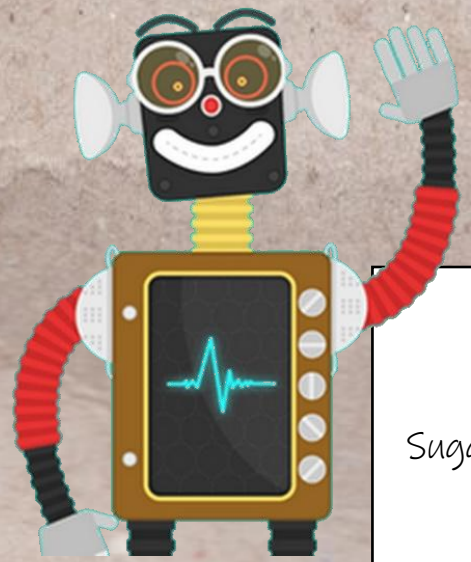
Can they make healthy choices about the snacks?

Reflection

Recall a kind action from the week.

To share something amazing about themselves.

Heartsmart - Autumn A



Get Heartsmart Y4

Get Heartsmart

Suggest several ways that I can show love to myself.

Suggest several ways that I can show love to others.

Words have Power

Begin to think about the consequences of the words we use.
Describe some consequences of using kind and unkind words.

Recap what you sow

Suggest some characteristics that they would like to see in the classroom.
Suggest some ways we can cultivate some of those characteristics.

Wily Wolf

Name someone that we trust and provide one reason for why we trust them.

Family Recipe

Name someone that we trust and provide one reason for why we trust them.
List some characteristics of a healthy family life.

Healthy Minds

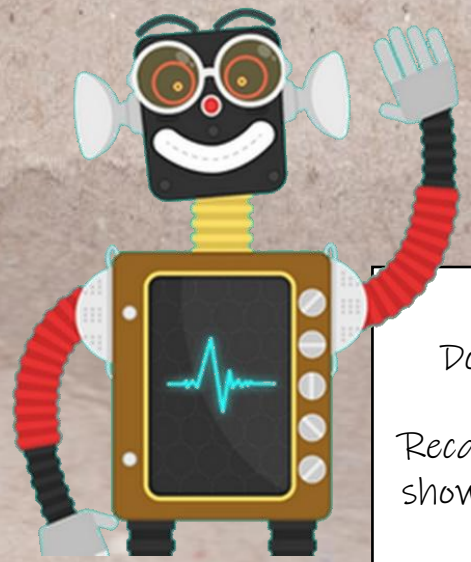
Explain what "mental wellbeing" means.
List something that positively affects my mental wellbeing.
List something that negatively affects my mental wellbeing.

Reflection

Suggest some ways that I can care for my heart.

Suggest some ways that I can care for other people's hearts.

Heartsmart - Autumn A



Don't Forget To Let Love In Year 4

Don't Forget To Let Love In

Recall different ways someone has shown me love through kind words or actions.

Describe myself in a positive way.

Heart to Heart

Identify some ways that I most feel love.

Give an example of a time when I have been loved

Brilliant Me

Identify some of my strengths and achievements.

Record and list some unique facts and figures about me.

One in a Million

Compare our measurements to determine our uniqueness.

Can the children record and list their unique facts and figures?

Don't agree with I don't like me

Be grateful for the amazing things our bodies can do.

Can the children explain why they are grateful?

Hands Up!

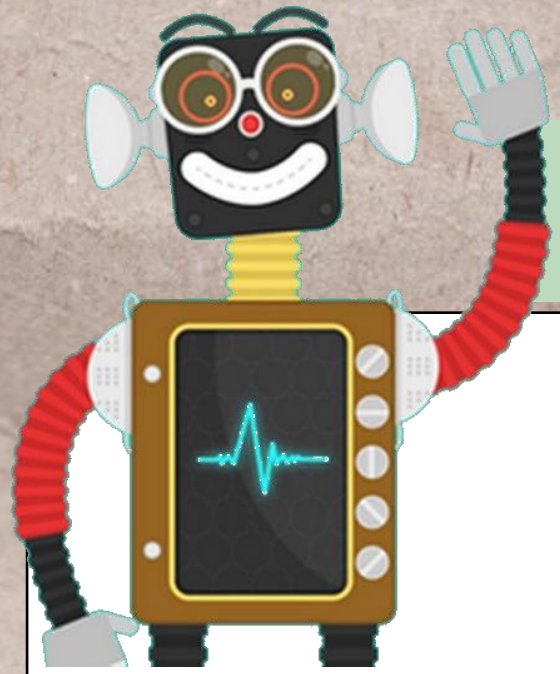
Understand that love sometimes looks like stopping the spread of bacteria.

Suggest some ways that bacteria spreads.

Reflection

Recall examples of kind words or actions from the week.

Share several amazing things about myself.



Heartsmart Vocabulary

Love
Consequences
Kind
Unkind
Trust
Healthy Family Life
Wellbeing
Care

Positive
Strength
Achievement
Unique
Grateful
Gratitude
Bacteria

Spanish –Autumn A

Greetings, Numbers and Colours



Lesson 1

Greetings

I can say and write a greeting and a farewell.

Lesson 2

Greetings

I can ask and answer the question "How are you?"

Lesson 3

Greetings

I can say 'My name is' and 'what is your name?'.

Lesson 4

Numbers

I can say some numbers between 1- 10.

Lesson 5

Numbers

I can remember and write numbers 1-10.

Lesson 6

Colours

I can say some colours

Spanish –Autumn B

Colours, Classroom commands, Calendar, Celebrations



Lesson 1

Colours

I can say some colours linked to Autumn and fireworks..

Lesson 2

Classroom Commands

I can understand classroom commands.

Lesson 3

Calendar

I can say days of the week

Lesson 4

Calendar

I can remember days of the week

Lesson 5

Calendar

I can understand months of the year.

Lesson 6

Celebrations

I can remember months and learn about how Christmas is celebrated in Spain.

Characteristics of effective learning

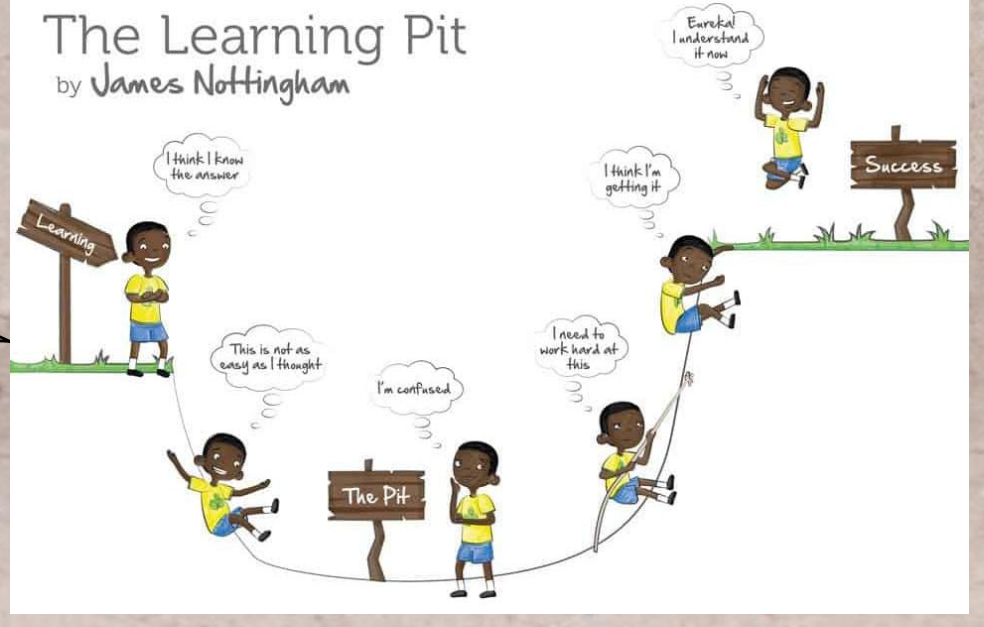
Skill

Thrill

Resilience

Will

Mindfulness



Spirituality is about how we experience life and therefore how we live our own lives!

Our spirituality pathway focus for this term is Light



Doors of Opportunity

details of experiences for the children

My Happy Minds

British Values

Democracy

Exploring ways we can express our opinions and campaign for democratic change. Vote for our class representatives.

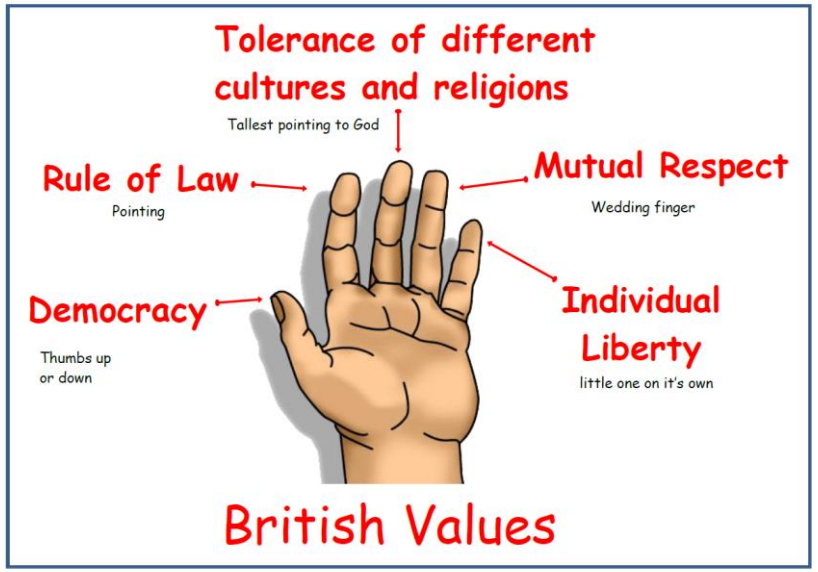
Individual Liberty

Mutual Respect

Respecting differences links to our class charters.

Rule of Law

Follow and value the law. Why is it important we have rules in school and classrooms? Links made to class charters.



Rights of the Child

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.



Article 8

You have the right to an identity - an official record of who you are. No one should take this away from you.



Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



Article 30

You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.



Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.



Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).



Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



Article 15

You have the right to choose your own friends and join or set up groups (as long as it isn't harmful to others).



Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and they should help you to find and understand

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, what is best for you.



Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other children can do.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.



Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.



Article 31

You have the right to play and rest.



Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them too.




I have the right to a name.


I have the right to find out information.


I have the right to know my rights.


I have the right to an identity, religion and language..


I have the right to develop my talents and abilities..


I have the right to a good quality education.


I have the right
to a an identity
and a religion

Where My Wellies Take Me....



Maths

Place Value
Comparing, ordering and rounding numbers

Four Operations

+ - x ÷

English

Performance Poetry
Michael Rosen – Chocolate

First Person Recount as Leon from
Leon and the Place in Between

Science

Forces
Push and Pull, Friction, Magnetic Pull and Force

States of Matter
Solids – Liquids – Gases

History

Prehistory
Od Stone Age to New Stone Age

How did Britain change during the periods of the Old Stone Age and New Stone Age?

Religious Education

Kingdom of God
How does Jesus Change Lives?

People of God
Important Values

Jesus light of the World

Geography

Great Britain
Who are we?
Identifying human and physical features of Britain with particular reference to rivers







Where My Wellies Take Me....

Enrichment Days

Trip to Weaver Hall Museum Northwich
Experience the Stone Age

Creative and Active Learning Days

On these days we will immerse ourselves in the subject of DT, Art and Computing.

Physical Education

Mindfulness
Game Sense

Dance
Problem Solving



Design Techonology

Understanding Bridges
Identifying how bridges are strengthened, build a variety of bridges including a Truss Bridge from wood using tools and joins.

Computing

Year 3 - creating a stop go animation

Year 4 – creating a Podcast, recording and editing audio.

Art and Design

Looking at the work of Monet and the impressionist movement

Understanding primary colours, shades and techniques to then recreate a Monet





Where My Wellies Take Me....

Links to our learning



Many resources are available on line

Remember to utilise the excellent Read Theory and TT Rockstars Apps that your children have their own personal account for learning! This is independent learning but please support their focus.

Other Apps

https://www.topmarks.co.uk/maths-games/hit-the-button
Excellent for number bonds, doubles, times tables!

https://www.bbc.co.uk/bitesize/articles/z7mjmbk
BBC bitesize has lots of resources in a safe environment – check them out!

Instagram Year 3 Lewis Carroll
Year 4 Cressida Cowell



