

Year 3&4 Termly Overview

Hythe Bay Church of England Primary School Curriculum Overview Lower KS2 Yr3/4							
Subject		Term 1 Bodyworks	Term 2 Saxons	Term 3 Dragons	Term 4 Vikings	Term 5 Rainforest	Term 6 Climate Change
English Genres & Focus (Cycle A)	Poetry:	Food Poems	Character Poems	Dragon Poems	Suspense poems	Rainforest Poems	Greta Thunberg poem
	Narrative Title/ Model Text :	The Lion, the Witch and the Wardrobe	Beowulf	Ignis The Egg	Adventure at Sandy Cove	Juliane Koepcke – The Girl Who Fell From the Sky	Window Jeannie Baker
	Focus:	Setting	Action	Characterisation	Suspense	Dialogue	Setting
	Non Fiction	Non-chronological report	Recount	Instructions	Explanation	Persuasion	Discussion
	Application/ Cross Curricular	Digestive system poster/report	Sutton Hoo finds (historical focus contradicting research)	How to trap a dragon	How sound travels	Debate Letter to Mrs C deforestation	Discussion Local issues – climate change
Subject		Term 1 Stone Age	Term 2 Romans	Term 3 Volcanos	Term 4 Elizabethan Britain	Term 5 Blooming Marvellous	Term 6 Migration
English Genres & Focus (Cycle B)	Poetry:	'I am the...' adjective poems and spine poetry	Verb poetry	Preposition poem (Above the volcano...)	Performance poetry – Michael Rosen Chocolate Cake	Simile poetry	Character poetry
	Narrative Title/ Model Text :	Peering into the dark	Big J	Escape from Pompeii	Shakespeare play writing	Jack and the Beanstalk	Paddington
	Focus:	Setting	Action	Action	Dialogue	Suspense	Characterisation
	Non Fiction	Instructions	Recount	Explanation	Information	Persuasion	Explanation

	Application/ Cross Curricular	How to trap a mammoth	Death of Caesar Roman invasion Diary Entry	How a volcano erupts	Who is Shakespeare?	Persuade Ms S to let us grow a vegetable patch in school	What is migration?
Maths (White Rose Hub plans)		Number - place value, addition, subtraction, multiplication, division	Fractions, Geometry – position and direction	Number - decimals, percentages, algebra	Measurement – converting units, perimeter, area and volume Number - ratio	Geometry – properties of shapes Problem solving Statistics	Statistics Investigations
Science Cycle A		<p>Animals Including Humans</p> <p>To describe the simple functions of the basic parts of the digestive system in humans</p> <p>To identify the different types of teeth in humans and their simple functions</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living things and their habitats</p> <p>To recognise that living things can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>States of Matter</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>To identify the part played by evaporation and condensation in</p>	<p>Sound</p> <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength</p>	<p>Electricity</p> <p>To identify common appliances that run on electricity</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To 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</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>To recognise some common conductors and insulators, and associate metals with being good conductors</p>	

			the water cycle and associate the rate of evaporation with temperature.	of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases.	
Science Cycle B	<p>Forces and Magnets</p> <p>To compare how things move on different surfaces</p> <p>To notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>To observe how magnets attract or repel each other and attract some materials and not Others</p> <p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>Animals, including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Rocks</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognise that soils are made from rocks and organic matter</p>	<p>Light</p> <p>To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

	<p>To describe magnets as having two poles</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing</p>			<p>To find patterns in the way that the size of shadows change.</p>		
<p>Computing</p> <p>(Cycle A)</p>	<p>Connecting computers</p> <ol style="list-style-type: none"> 1.To explain how digital devices function 2.To identify input and output devices 3.To recognise how digital devices can change the way we work 4.To explain how a computer network can be used to share information 5.To explore how digital devices can be connected 6.To recognise the physical components of a network 	<p>Stop-Frame Animation</p> <ol style="list-style-type: none"> 1.To explain that animation is a sequence of drawings or photographs 2.To relate animated movement with a sequence of images 3.To plan an animation 4.To identify the need to work consistently and carefully 5.To review and improve an animation 6.To evaluate the impact of adding other media to an animation 	<p>Dragons</p> <ol style="list-style-type: none"> 1.To explore a new programming environment 2.I can identify that each sprite is controlled by the commands I choose 3.To explain that a program has a start 4.To recognise that a sequence of commands can have an order 5.To change the appearance of my project 6.To create a project from a task description 	<p>Branching Databases</p> <ol style="list-style-type: none"> 1.To create questions with yes/no answers 2.To identify the object attributes needed to collect relevant data 3.To create a branching database 4.To identify objects using a branching database 5.To explain why it is helpful for a database to be well structured 6.To compare the information shown in a pictogram with a branching database 	<p>Desktop Publishing</p> <ol style="list-style-type: none"> 1.To recognise how text and images convey information 2.To recognise that text and layout can be edited 3.To choose appropriate page settings 4.To add content to a desktop publishing publication 5.To consider how different layouts can suit different purposes 6.To consider the benefits of desktop publishing 	<p>Events and Actions</p> <ol style="list-style-type: none"> 1.To explain how a sprite moves in an existing project 2.To create a program to move a sprite in four directions 3.To adapt a program to a new context 4.To develop my program by adding features 5.To identify and fix bugs in a program 6.To design and create a maze-based challenge

<p>Computing</p> <p>(Cycle B)</p>	<p>The Internet</p> <ol style="list-style-type: none"> 1.To describe how networks physically connect to other networks 2.To recognise how networked devices make up the internet 3.To outline how websites can be shared via the World Wide Web 4.To describe how content can be added and accessed on the World Wide Web 5.To recognise how the content of the WWW is created by people 6.To evaluate the consequences of unreliable content 	<p>Audio Editing</p> <ol style="list-style-type: none"> 1.To identify that sound can be digitally recorded: 2.To use a digital device to record sound 3.To explain that a digital recording is stored as a file 4.To explain that audio can be changed through editing 5.To show that different types of audio can be combined and played together 6.To evaluate editing choices made 	<p>Repetition in Shapes</p> <ol style="list-style-type: none"> 1.To identify that accuracy in programming is important 2.To create a program in a text-based language 3.To explain what 'repeat' means 4.To modify a count-controlled loop to produce a given outcome 5.To decompose a program into parts 6.To create a program that uses count-controlled loops to produce a given outcome 	<p>Data Logging</p> <ol style="list-style-type: none"> 1.To explain that data gathered over time can be used to answer questions 2.To use a digital device to collect data automatically 3.To explain that a data logger collects 'data points' from sensors over time 4.To use data collected over a long duration to find information 5.To identify the data needed to answer questions 6.To use collected data to answer questions 	<p>Photo Editing</p> <ol style="list-style-type: none"> 1.To explain that digital images can be changed 2.To change the composition of an image 3.To describe how images can be changed for different uses 4.To make good choices when selecting different tools 5.To recognise that not all images are real 6.To evaluate how changes can improve an image 	<p>Repetition in Games</p> <ol style="list-style-type: none"> 1.To develop the use of count-controlled loops in a different programming environment 2.To explain that in programming there are infinite loops and count controlled loops 3.To develop a design which includes two or more loops which run at the same time 4.To modify an infinite loop in a given program 5.To design a project that includes repetition 6.To create a project that includes repetition
<p>History</p> <p>(Cycle A)</p>		<p>What were the real reasons why the Saxons were invaded?</p>	<p>When and where did the Shang live?</p> <p>What was found in Fu Hao's tomb?</p>	<p>What images do we have of the Vikings?</p> <p>Why have the Vikings gained</p>		

		<p>How do we know where the Saxons settled?</p> <p>What does the mystery of the empty Saxon grave tell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>Just how great was Alfred?</p> <p>How effective was Anglo-Saxon justice: what should we do with Edgar?</p> <p>Just how dark were the Dark Ages, really?</p>	<p>What does this tell us about life in Shang times?</p> <p>What do we still need to know and where might we find the answers to our questions?</p> <p>How important was Fu Hao?</p>	<p>such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>What can we learn about Viking settlements from a study of place-name endings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>		
<p>History (Cycle B)</p>	<p>Is it true to say that a Stone Age man was just a simple hunter gatherer only interested in food and shelter?</p> <p>How much did life change when man learned how to farm?</p>	<p>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p>Why did Boudicca stand up to the Romans and what</p>		<p>Why can't we trust all pictures from the past?</p> <p>What was it like to throw a banquet for the Queen?</p>		

	<p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>Why did they build Stonehenge?</p> <p>How should we remember the Bronze Age?</p> <p>What was life like in the Iron Age and how do we know?</p> <p>Who killed the 52 dead bodies at Maiden Castle?</p>	<p>image do we have of her today?</p> <p>How were the Romans able to keep control over such a vast empire?</p> <p>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</p> <p>How can we solve the mystery of why this great empire came to an end?</p> <p>How much of our lives today can possibly be influenced by the Romans who lived here 2000 years ago?</p>		<p>How was the Spanish Armada defeated by a smaller English fleet?</p> <p>How did people entertain themselves?</p>		
<p>Geography (Cycle A)</p>	<p>1. 'I Spy Hythe' Recall what they know about Hythe and revisit maps of locality. Make a map of route to significant place in Hythe.</p> <p>2. What's the biggest problem in Hythe? Traffic is an issue, especially over the summer. Children carry our traffic survey and present findings.</p>				<p>1. What is the Amazon rainforest like? Location and key physical features. Observations related to the Equator and the tropics of Cancer and Capricorn.</p>	<p>1. What are the coldest places on Earth? Why are some places so much colder than others? What are latitude lines and climate? To know that the Artic covers eight countries.</p>

	<p>3. 'I spy Europe' What are the main countries of Europe? Map investigators – France,Germany,Italy,Spain,UK</p> <p>4. Can we become City experts and create a Class book on 5 main European countries? Using maps and information files that will identify physical features to complete fact files including Rivers, mountains, weather, capital city.</p> <p>5. Class experts to present their findings.</p>				<p>2. Did you know the rainforest has layers? Children learn about the layers that make up the Rainforest.</p> <p>4. Does anyone live in the rainforest? How does this compare to how we live? Introduction to the five main Amazonia tribes.</p> <p>5. What water sources do you find in the Rainforest? The Role of water in the Amazon</p> <p>6. Can we compare the physical and the Human geography of Hythe and the Amazon? To make comparisons between the physical and human geography of Hythe and the Amazon</p>	<p>2. Where is the Arctic circle? Children to desirable location using geographical knowledge and vocabulary.</p> <p>3. Is the Arctic circle only made of ice? Describe the physical geography of the Artic.</p> <p>4. What is it like to live in the Arctic circle? Make comparisons with the human geography of the different Artic regions.</p> <p>5. How is climate change affecting the people who live in the Artic? To understand how climate is linked to Biomes.</p> <p>6. What does the future hold for the Artic? To understand how changes in temperature effect the biomes.</p>
<p>Geography (Cycle B)</p>			<p>1: What is the Earth made of? What are the four layers of the Earth? What are the different types of crust? Where are the major tectonic plates?</p> <p>2: How are mountains and volcanoes formed? What are fold mountains?</p>		<p>1.How does the location of Kathmandu compare with where I live?</p> <p>2. How do people's homes at Kathmandu compare with mine?</p>	<p>1.What is migration? What terms are used to describe types of migration? Which continents have the most emigrants and immigrants? How is food one way in which host countries benefit from migration?</p> <p>2. What causes people to migrate? What are push factors?</p>

			<p>What are the two types of volcanoes? Where are volcanoes located?</p> <p>3: How do earthquakes and volcanic eruptions happen? How do earthquakes happen? How do volcanoes erupt? Why don't we have earthquakes or volcanic eruptions in the UK?</p> <p>4: What are the effects of earthquakes and volcanic eruptions? What can people do to deal with earthquakes? What can people do to deal with volcanic explosions? What are the immediate and secondary effects of earthquakes and volcanic eruptions?</p> <p>5: Do the benefits of living near a volcano outweigh the risks? What are the benefits of living near a volcano? What are the risks of living near a volcano?</p> <p>6:How has Nepal been affected by earthquakes in the past?</p>		<p>3. How does the weather at Kathmandu compare with the weather where I live?</p> <p>4. How do people in Kathmandu travel around compared with how people travel around where I live?</p> <p>5. How does going to school in Kathmandu compare with my school?</p> <p>6. How does the natural environment around Kathmandu compare with the natural environment around where I live?</p>	<p>What are pull factors?</p> <p>3.How does migration affect people and places? What are the advantages of migration for source countries? What are the advantages of migration for host countries? What are the disadvantages of migration for source countries? What are the disadvantages of migration for host countries?</p> <p>4. Can I create a profile of a migrant? What is a character profile? What is a refugee? What details should a profile of a migrant contain?</p> <p>5. What is the Windrush generation? Why did people migrate from the Caribbean to Britain? What happened to the Windrush migrants? Do we appreciate the contribution of migrants enough?</p>
<p>P.E</p> <p>(Cycle A)</p>	<p>Gym 3.4 Groovy Gymnastics 4.4 Gymfit Circuits</p>	<p>Dance 3.2 African Dance 4.2 Dynamic Dance</p>	<p>Athletics 3.6 Active Athletics 4.6 Young Olympians</p>	<p>Personal Challenge School Games challenges</p>	<p>Yoga 3.5 Cool Core 4.5 Cool Core</p>	<p>Fitness 3.6 Fitness Frenzy 4.6 Fitness Frenzy</p> <p>Athletics</p>

	Invasion Games 4.1 Invaders 3.1 Multi Skills	Nets 4.5 Nimble Nets 3.4 Brilliant Ball Skills	Invasion Games 4.1 Invaders 3.1 Multi Skills Chosen Invasion Game	OAA/Personal Challenge School Games challenges	Striking and Fielding 3.4 Brilliant Ball Skills 4.4 Striking and Fielding	3.6 Active Athletics 4.6 Young Olympians
P.E (Cycle B)	Gym 3.4 Groovy Gymnastics 4.4 Gymfit Circuits Invasion Games 4.1 Invaders 3.1 Multi Skills	Dance 3.2 African Dance 4.2 Dynamic Dance Nets 4.5 Nimble Nets 3.4 Brilliant Ball Skills	Athletics 3.6 Active Athletics 4.6 Young Olympians Invasion Games 4.1 Invaders 3.1 Multi Skills Chosen Invasion Game	Personal Challenge School Games challenges OAA/Personal Challenge School Games challenges	Yoga 3.5 Cool Core 4.5 Cool Core Striking and Fielding 3.4 Brilliant Ball Skills 4.4 Striking and Fielding	Fitness 3.6 Fitness Frenzy 4.6 Fitness Frenzy Athletics 3.6 Active Athletics 4.6 Young Olympians
Music (Cycle A)	Mamma Mia <ul style="list-style-type: none"> • I can recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used. • I can describe the structure of Mamma Mia and I can compare the musical texture of different parts of the song. • I can feel the pulse inside me when I'm singing with the class and I can move in time with the music. 	Glockenspiel Stage 2 <ul style="list-style-type: none"> • I can play more complex rhythm patterns on my glockenspiel. • I can revise and play the notes C, D, E, F & G on my glockenspiel. • I can learn to play five new tunes on my glockenspiel and revise the tunes I learnt last year. 	Stop! <ul style="list-style-type: none"> • I can sing and rap in unison and in parts. • I can compose my own rapped lyrics about bullying or another topic/theme that you decide as a class. • I can identify the structure of the music that I am listening to. 	Lean on Me <ul style="list-style-type: none"> • I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18th century. • I can explain call and response style. • I have tried singing a harmony part (in a group) whilst others are singing the main melody. • I have improvised a simple 	Blackbird <ul style="list-style-type: none"> • I know The Beatles became famous in the 1960's and influenced many other musicians. • When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. • In a song I can usually identify the chorus and verses and work out the structure. 	Reflect, Replay and Rewind <ul style="list-style-type: none"> • I can remember songs, instruments and sounds from earlier in the year and can play and perform these. • I can listen to a piece of classical musical and understand where the piece sits in history. • I can explain how classical musical differs from other styles.

				instrumental part within our performance.	•Sometimes I improvise simple vocal parts in our song.	
Music (Cycle B)	<p>Let Your Spirit Fly</p> <ul style="list-style-type: none"> •I have listened to and can sing a ballad in R&B style. • I know that R&B songs use synthesizers and drum machines. •I can demonstrate a melisma! •I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound. 	<p>Glockenspiel Stage 1</p> <ul style="list-style-type: none"> •I can play the notes C, D, E & F. •I can play a range of tunes on my glockenspiel. •I know the difference between pulse and rhythm. 	<p>Three Little Birds</p> <ul style="list-style-type: none"> •I can identify the structure of a piece of music. • I can compose a simple melody using simple rhythms and use it as part of a performance. • I can play instrumental parts accurately and in time as part of a performance. 	<p>The Dragon Song</p> <ul style="list-style-type: none"> •I have listened to music from different countries and I can name some instruments from other parts of the world. •When I sing I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound. • I can sometimes create a 'listening map' which visually describes the music I hear. 	<p>Bringing Us Together</p> <ul style="list-style-type: none"> •I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove. • I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up! •With the teacher's help I learn simple melodic parts on an instrument to play along with our music. 	<p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> •I can describe some of the features of classical music. •I understand the History of the music that I am listening to. • I can remember songs, instruments and sounds from earlier in the year and can play these.
Art (Cycle A)	Use a sketchbook for collecting ideas and developing a plan for a completed piece of work(L)	Use a sketchbook for collecting ideas and developing a plan for a	Use a sketchbook for collecting ideas and developing a plan for a completed	Use a sketchbook for collecting ideas and developing a plan	Use a sketchbook for collecting ideas and developing a plan	To plan a sculpture through drawing and other preparatory work(T)

	<p>To plan a sculpture through drawing and other preparatory work(T) Use taught technical skills to adapt and improve his/her work.(L)</p>	<p>completed piece of artwork.(L) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (L) Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.(T)</p>	<p>piece of artwork.(L) Use taught technical skills to adapt and improve his/her work.(L) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.(L) Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (L)</p>	<p>for a completed piece of artwork.(L) Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.(L) Draws familiar objects with correct proportions.(T) Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.(T)</p>	<p>for a completed piece of artwork.(L) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.(L) Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (L) Draws familiar objects with correct proportions.(T) Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.(T) Use a variety of techniques e.g. marbling, silkscreen and cold water paste.(T)</p>	<p>Print on fabrics using tie-dyes or batik (T)</p>
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					Print on fabrics using tie-dyes or batik (T)	
Art (Cycle B)	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (L)</p> <p>Create printing blocks using relief or impressed techniques (T)</p>	<p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (L)</p> <p>Explore shading, using different media (T)</p>	<p>Know about some of the great artists, architects and designers in history and describing their work (L)</p>	<p>He/she is able to create a collage using overlapping and layering (T)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours (T)</p>	<p>He/she is able to create a collage using overlapping and layering (T)</p> <p>Add detail to work using different types of stitch, including cross-stitch (T)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (T)</p>	<p>Know about some of the great artists, architects and designers in history and describe their work (L)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (L)</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (T)</p> <p>Explain what she/he likes or dislikes about their work (L)</p>
DT (Cycle A)	<p>I can understand what makes a balanced diet and that different food provides different substances</p>	<p>Use knowledge of existing products to design a functional product which appeals to a particular</p>	<p>I can create design using exploded diagrams</p>	<p>I can create design using exploded diagrams</p>	<p>I can consider how existing products and my product might be improved to meet the needs of</p>	<p>I can understand seasonality and the benefit of eating seasonal and locally produced food</p>

	<p>the body need to be healthy and active</p> <p>I can understand seasonality and the benefit of eating seasonal and locally produced food</p> <p>I can create and design exploded diagrams</p>	<p>audience for a certain purpose</p> <p>I can use techniques requiring more accuracy to cut, shape, join and finish work.</p> <p>I can understand and use electrical systems in products</p>	<p>I can apply techniques I have learnt to strengthen structures and explore my own ideas</p>		<p>the intended user</p>	
<p>DT (Cycle B)</p>	<p>I can select appropriate tools from a wider range of choices and unfamiliar materials and plan out the main stages of using them</p>	<p>I can strengthen frames using diagonal struts</p> <p>I can understand how mechanical systems such a levers, linkages of pneumatic systems create movement</p>	<p>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programs</p>	<p>I can use a wider range of ingredients and techniques to prepare and combine ingredients safely</p>	<p>I can talk about the different food groups and name food from each group</p> <p>I understand that food has to be grown farmed or caught in Europe and the wider world</p>	<p>Use knowledge of existing products to design a functional product</p> <p>I can investigate and analyse existing products and those I have made considering a wide range of factors</p>
<p>PSHE (Cycle A)</p>	<p>RELATIONSHIPS Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p>RELATIONSHIPS Respecting differences and similarities; discussing difference sensitively</p>	<p>LIVING IN THE WIDER WORLD What makes a community; shared responsibilities, How data is shared and used</p>	<p>LIVING IN THE WIDER WORLD Making decisions about money; using and keeping money safe</p>	<p>HEALTH AND WELLBEING Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>HEALTH AND WELLBEING Physical and emotional changes in puberty, external genitalia; personal hygiene routines; support with puberty. Medicines and household</p>

						products; drugs common to everyday life
PSHE (Cycle B)	RELATIONSHIPS What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour	RELATIONSHIPS Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	LIVING IN THE WIDER WORLD The value of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online.	LIVING IN THE WIDER WORLD Different jobs and skills; job stereotypes; setting personal goals.	HEALTH AND WELLBEING Health choices and habits; what affects feelings; expressing feelings.	HEALTH AND WELLBEING Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places
RE (Cycle A)	CREATION What do Christians learn from the Creation story?	INCARNATION What is the trinity? CORE LEARNING	GOSPEL What kind of world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	HINDUISM What does it mean to be a Hindu in Britain today?	UNIVERSAL Why do some people think that life is a journey and what significant experiences mark this?
RE (Cycle B)	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? INCARNATION (2 lessons)	INCARNATION What is trinity? DIGGING DEEPER	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
KS2 MFL (Cycle A)	Phonics lesson 1 & 2 (C) Im Learning FR/Sp/It (E)	Animals (E)	I can (E)	Fruits (E)	Presenting myself (I)	At the Café (I)
KS2 MFL	Phonics lesson 1&2 (C)	Musical instruments (E)	Vegetables (E)	Ancient Britain (E)	In Class (I)	Habitats or Goldilocks (I)

(Cycle B)	Shapes (E)					
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