Sandhill LKS2 Map Cycles of Learning

Map Cycle 1

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|  | Autumn 1Topic – Mining  | Autumn 2Topic – Arctic  | Spring 1Topic – Land Use  | Spring 2Topic – Land Use  | Summer 1Topic – Romans  | Summer 2Topic – Romans  |
| Text Driver | Fantastic Mr Fox | Pugs of the Frozen North | Charlotte’s Web | Tiger Tiger |
| Extra maths opportunities linked to topic | Co-ordinates (map work, plotting his route)  | Shape/scale/measure |  |  |  |  |
| Science | RocksDescribe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rockRecognise that soils are made from rocks and organic matter | Animals including humansIdentify that animals,including humans, need theright types and amount ofnutrition, and that theycannot make their own food;they get nutrition from whatthey eatIdentify that humans andsome animals have skeletons and muscles for support, protection andmovement |  | PlantsPupils should be taught to: 1.identify and describe the functions of d6ifferent parts of flowering plants: roots, stem/trunk, leaves and flowers 2.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 3.investigate the way in which water is transported within plants 4.explore the part that flowers play in the life cycle  | Forces and MagnetsPupils should be taught to: 1.compare how things move on different surfaces 2.notice that some forces need contact between two objects, but magnetic forces can act at a distance 3.observe how magnets attract or repel each other and attract some materials and not others 4.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 5.describe magnets as having two poles 6.predict whether two magnets will attract or repel each other, depending on which poles are facing.  | Light Recognise that they needlight in order to see thingsand that dark is the absenceof light Notice that light is reflectedfrom surfacesRecognise that light from thesun can be dangerous and that there are ways to protect their eyesRecognise that shadows areformed when the light from a light source is blocked by a solid (opaque) objectFind patterns in the way thatthe size of shadows change |
| Geography | MiningDescribe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.Identify how people both damage and improve the environmentExplain how people try to sustain environmentsDescribe how changes, in the features of a place, can affect the lives and activities of the people living there | Artctic Make comparisons of the same geographical feature in different countries.Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of theseIdentify seasonal and daily weather patterns in hot and cold areas of the world.Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.Locate and explain the significance of the equator, northern and southern hemisphere, the tropics of cancer and Capricorn to a range of countries of the world. | Land UseDifference between urban and rural types of settlement and land use.Make comparisons of the same geographical feature in different countries.Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of theseCompare and contrast the areas of vegetation and biomes in two different locations.Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).  | Human and physical geography (within Roman Topic)Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics. Explain how people try to sustain environmentsDescribe and explain how physical processes have changed the characteristics of a landscape, country or continent.Provide reasons for their observations, views and judgements regarding places and environmentsIdentify how people both damage and improve the environment  |
| History | Local history study – mining communityDescribe changes that have happened in the locality of the school throughout history.Use a range of source materials to answer questions about the past which go beyond simple observationsUse labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous peopleDescribe how national changes affected their localityExpress an opinion on whether a person or event had a positive or negative impact on life in Britain | Ernest Shackleton and Sir Robert Falcon Scott (within Arctic)Identify historically significant people and events in situations Express an opinion on whether a person or event had a positive or negative impact on life in Britain | Land UseDescribe, make links and compare main events, situations and changes within and across different periods/societies Express an opinion on whether a person or event had a positive or negative impact on life in Britain | The RomansContinue to develop chronologically secure knowledge of history Place events, artefacts and historical figures on a time line using dates.Understand the concept of change over time, representing this, along with evidence, on a a time line.Use dates and terms to describe eventsDescribe, make links and compare main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes Explain that an event can have more than one causePick out events and objects from periods of time with some reasoning. |
| Art | Erica Farkas - Charcoal artY3 - Develop intricate patterns/marks with a variety of media including pencil/chalk/pastel etc.Experiment using different grades of pencil and other implements to draw different forms and shapes.Use a sketch book to plan new ideas for future works.Begin to show an awareness of objects having a third dimension and perspective.Create textures and patterns with a wide range of drawing implements.Y4 - Use different levels of hardness of pencils to show line, tone and texture.Annotate sketches to explain and elaborate ideas.Sketch lightly (no need to use a rubber to correct mistakes).Use shading to show light and shadow.Use hatching and cross hatching to show tone and texture. | Christmas Cards/Wrapping paper – design their ownY3 - Explore a range of great artists, architects and designers in history.Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own workY4 - Replicate some of the techniques used bynotable artists, artisans and designers.Create original pieces that are influenced bystudies of others. | Sculpting a farm animal (clay/modroc)Y3 - Use equipment and media with confidence. Learn to secure work to continue at a later date.Join two parts successfully using glue etc.Construct a simple base for model/sculpture.Use a sketchbook to plan, collect and develop ideas. Produce more intricate surface patterns/ textures using tools and fingers and use them when appropriate.Produce larger sculptures using pinch/ slab/ coil techniques.Y4 - Create and combine shapes to createrecognisable forms (e.g. shapes made from nets or solid materials).Include texture that conveys feelings,expression or movement.Add materials to provide interesting detail.Model over an armature: newspaper frame for Modroc.Use recycled, natural and man-made materials to create sculptures. |  | Roman Mosaics (collage)Y3 - Select and use different textures and materials for effect.Y4- Select and arrange materials for a striking effect.Ensure work is precise.Use coiling, overlapping, tessellation, mosaicand montage. |  |
| Design Technology | Invent digging machineryY3 - Start to understand that mechanical systems have an input, process and output.Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys, and gears).Y4 - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | 3D dog sledY3 - Measure and mark out accurately.Cut materials accurately and safely by selecting appropriate tools.Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).Cut materials accurately and safely by selecting appropriate tools.Measure and mark out to the nearest millimetre.Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).Create nets and select appropriate joining techniques. | Winter Root Vegetable SoupY3 - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Y4 - Prepare ingredients hygienically using appropriate utensils.Measure ingredients to the nearest gram accurately.Follow a recipe.Assemble or cook savoury dishes (controlling the temperature of the oven or hob, if cooking).Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking. |  | Build a colloseum Y3 - With growing confidence generate ideas for an item, considering its purpose and the user/s.Start to order the main stages of making a product.Identify a purpose and establish criteria for a successful product.Understand how well products have been designed, made, what materials have been used and the construction technique.Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.Strengthen frames using diagonal struts.Y4 - Design with purpose by identifying opportunities to design.Make products by working efficiently (such as by carefully selecting materials).Refine work and techniques as work progresses, continually evaluating the product design.Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.  |  |
| Music |  | Christmas CarolsHave a good understanding of working together in an ensemble or as a group singing.-Understand the importance of warming up their voices, good posture and projecting their voices.-Have a greater understanding of melody and words and their importance.-Sing together with confidence, melody and words increasing in difficulty. | Music to go over a scene from Charlotte’s WebListen with direction to a wide range of high-quality music.-Find the pulse whilst listening using movement - internalise the pulse.-Confidently recognise different instruments.-Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.-Continue to develop an understanding of the history and context of music.-Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music.-Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.-Create their own tunes and melodies within the context of the song they are learning.With an understanding of the interrelated dimensions of music, children will learn to:-Choose, combine and organise patterns and musical ideas within musical structures with understanding.-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate. |  |  |
| Music Y4Guitars |  -Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.-Continue to treat each instrument with respect and using the correct techniques to play them-Build on understanding the basics and foundations of formal notation  |
| Computing | Coding Y3 - Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.Y4 - When turning a reallife situation into an algorithm, the children’s design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.Children’s use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand ‘if statements’ for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as ‘print to screen’. e.g. 2Code. | Spreadsheets  | Email | DatabasesY3 - Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond |
| E-Safety – Throughout the year Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact. |
| PE |  |  |  |  |  |  |
| PSHE | Being Me in My World | Celebrating Differences (including Anti-Bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me (including Sex and Relationship Education) |
| MFL |  |  |  |  |  |  |
| RE | Would celebrating Divali at homeand in the community bring a feeling of belonging to a Hindu child?Does participating in worship helppeople to feel closer to God or theirfaith community?(Belonging)LO: We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus. | Has Christmas lost its truemeaning?Do sacred texts have to be ‘true’ tohelp people understand their religion?Is religion the most important influence and inspiration in everyone’s life?(Believing/Behaving)LO: We are learning to find outwhat the true meaning ofChristmas is to Christiansand compare this with whatChristmas means to us. | Could Jesus heal people?Were these miracles or is there some other explanation?Do sacred texts have to be ‘true’ tohelp people understand their religion?Is religion the most important influence and inspiration in everyone’s life?(Believing/Behaving)LO: We are learning to retellBible stories when miracleshave happened andquestion whether Jesusreally did perform miracle | What is ‘good’ about Good Friday?Should religious people be sad when someone dies?Do sacred texts have to be ‘true’ tohelp people understand their religion?Can the arts help communicatereligious beliefs? (Believing)LO: We are learning to recall key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians. | How can Brahman be everywhereand in everything?Do sacred texts have to be ‘true’ tohelp people understand their religion?Can the arts help communicatereligious beliefs?(Believing)LO: We are learning tounderstand the Hindu beliefthat there is one God with many different aspects. | Would visiting the River Ganges feel special to a non Hindu?Do religious people live better lives?Is religion the most important influenceand inspiration in everyone’s life?(Believing/Behaving)LO: We are learning tounderstand the significanceof the River Ganges bothfor a Hindu and non-Hindu |
| Trips | National coal mining museum/ coal mining visitor |  |  | Royal Armouries in Leeds |  |  |
| Key dates (British values, other cultures, religious festivals) | Harvest week– 22nd – 28th September |  | Chinese New Year – Tuesday 5th FebruaryValentine’s Day – Wednesday 14th February | St. David’s Day – Friday 1st MarchShrove Tuesday – Tuesday 5th MarchSt. Patrick’s Day - Sunday 17th March Mother’s Day – Sunday 31st MarchPassover – Friday 19th AprilEaster – Monday 22nd April (on holiday) | Vesak (Buddha’s birthday) – Monday 8th April Vaisakhi (Sikh new year) – Sunday 14th AprilSt. George’s Day – Tuesday 23rd April | Eid (Islam)Father’s Day – Sunday 16th June |

Sandhill LKS2 Map Cycles of Learning

Map Cycle 2

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Text Driver | Iron Man | Firework Maker’s Daughter | How to train your dragon | Varjak Paw |
| Extra maths opportunities linked to topic |  |  |  |  |  |  |
| Science | ElectricityPupils should be taught to: 1.identify common appliances that run on electricity 2.construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 3.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 4.recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 5.recognise some common conductors and insulators, and associate metals with being good conductors.  | SoundPupils should be taught to: 1.identify how sounds are made, associating some of them with something vibrating 2.recognise that vibrations from sounds travel through a medium to the ear 3.find patterns between the pitch of a sound and features of the object that produced it 4.find patterns between the volume of a sound and the strength of the vibrations that produced it 5.recognise that sounds get fainter as the distance from the sound source increases.  | Animals including Humans (teeth and digestion)Pupils should be taught to: 1.describe the simple functions of the basic parts of the digestive system in humans 2.identify the different types of teeth in humans and their simple functions 3.construct and interpret a variety of food chains, identifying producers, predators and prey.  | States of Matter Pupils should be taught to: 1.compare and group materials together, according to whether they are solids, liquids or gases 2.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) 3.identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  | Living Things and Their HabitatsPupils should be taught to: 1.recognise that living things can be grouped in a variety of ways 2.explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3.recognise that environments can change and that this can sometimes pose dangers to living things.  |  |
| Geography | Human and physical geography (within Stone Age to Iron Age)Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics. Explain how people try to sustain environmentsDescribe and explain how physical processes have changed the characteristics of a landscape, country or continent.Provide reasons for their observations, views and judgements regarding places and environmentsIdentify how people both damage and improve the environment | Human and physical geography (within The Shang Dynasty)Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics. Explain how people try to sustain environmentsDescribe and explain how physical processes have changed the characteristics of a landscape, country or continent.Provide reasons for their observations, views and judgements regarding places and environmentsIdentify how people both damage and improve the environment | Extreme Earth Explain how the physical processes of erosion, transportation and deposition affect the environment.Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.Explain how the physical processes of erosion, transportation and deposition affect the environmentLocate geographical features on a map or atlas using symbols shown in a key.Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.Compare and contrast how areas of the world have capitalised on their physical features.Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.Sequence and explain the features of a physical weather process, such as the water cycle.Identify seasonal and daily weather patterns in hot and cold areas of the world.Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. | Our Local CommunityDraw sketch maps and plans using standardised symbols and a keyLocate geographical features on a map or atlas using symbols shown in a key.Locate and name geographical features on a n ordnance survey mapUse the eight points of a compass to describe the location of a country or geographical feature.Use four-figure grid references, symbols and key to communicate knowledge. Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.Locate and explain the significance of the equator, northern and southern hemisphere, the tropics of cancer and Capricorn to a range of countries of the world.Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. |
| History | Stone Age to Iron AgeUse a range of source materials to answer questions about the past which go beyond simple observationsUse labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous peopleChoose the best way to record a range of historical information, giving reasons for their choiceIdentify historically significant people and events in situations Describe, make links and compare main events, situations and changes within and across different periods/societies Continue to develop chronologically secure knowledge of history Place events, artefacts and historical figures on a time line using dates.Understand the concept of change over time, representing this, along with evidence, on a a time line.Use dates and terms to describe events | The Shang DynastyUse a range of source materials to answer questions about the past which go beyond simple observationsUse labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous peopleChoose the best way to record a range of historical information, giving reasons for their choiceIdentify historically significant people and events in situations Describe, make links and compare main events, situations and changes within and across different periods/societies Continue to develop chronologically secure knowledge of history Place events, artefacts and historical figures on a time line using dates.Understand the concept of change over time, representing this, along with evidence, on a a time line.Use dates and terms to describe events | World’s most famous natural disasters (within Extreme Earth)Identify and give reasons for, results of, historical events, situations, changes Choose the best way to record a range of historical information, giving reasons for their choice | Local History (linked within Our Local Community Topic)Describe changes that have happened in the locality of the school throughout history.Use a range of source materials to answer questions about the past which go beyond simple observationsUse labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous peopleDescribe how national changes affected their locality |
| Art | Digital Media – Own RobotY3 - Explore ideas using digital sources i.e. internet, ipads  Record, collect and store visual information digitally.Present recorded visual images using software e.g. Photostory, Powerpoint Y4 - Create images, video and sound recordings and explain why they were created.Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.  | Christmas Decoration (using sewing)Y3 - Awareness of the nature of materials and surfacesDiscussion of surface decoration-pots,ModelsStitches and cuts threads and fibres.Y4 - Shape and stitch materials.Use basic cross stitch and back stitch.Colour fabric.Create weavings. Quilt, pad and gather fabric. |  |  | Paint a scenic picture of Local CommunityY3 - Practise applying paint of different consistencies sing brushes of various sizes.Explore painting onto different surfaces including paper, card, foil, cellophane etc.Explore the effects of using different brushes.Demonstrate increasing control of marks made.Experiment with different effects including blocking in colour, washes, thickened paint and creating textural effects.Using light and dark to begin to explore complimentary colours.Use sketchbook to test out new ideas, plan colours for future works.Create different textures and effects with paint to fit to taskY4 - Confidently control the types of marks made and experiment with different effects and textures (blocking colour, washes etc)Start to develop a painting from a drawing.Begin to choose appropriate media.Use light and dark within painting.Use sketchbooks to collect and record visual information from different sources. | Environment Printing (using things found in the Local Environment create a piece of art work through print)Y3 - Interpretation of environmentaland manmade patterns and formBuilding up shapes and patternsDiscussing the nature of effectsY4 - Use layers of two or more colours.Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block).Make precise repeating patterns. |
| Design Technology | Robot making Y3 - Measure and mark out accurately.Cut materials accurately and safely by selecting appropriate tools.Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).Start to understand whether products can be recycled or reused.Know to make drawings with labels when designing.When planning explain their choice of materials and components including function and aesthetics.Y4 - Make products by working efficiently (such as by carefully selecting materials).Refine work and techniques as work progresses, continually evaluating the product design.Circuits (witin Science)Y3 - Create series circuits.Know how simple electrical circuits and components can be used to create functional products.Start to understand that electrical systems have an input, process and output.Y4 - Create series and parallel circuits.Digital Media – Own Robot (witin computing)Y3 - Explain what the main parts of a computer do(e.g. RAM, hard drive, CPU)Understand that computers need precise instructions- create a program that allows an object to move around the screen (scratch). e.g.: a typical program might be a scripted animation for a joke, part of a story, or linked to another area of the curriculum. Programs could use pre-built sprites or ones designed by the child. Expect programs to include movement and dialogue; they may also include sound effects and some use of costumes to allow for animated movement. There may be more than one sprite in the animation.Y4 - Control and monitor models using software designed for this purpose. Write a program in Scratch (or similar) in which the user has to provide some input, perhaps as an answer to a question on screen, or by using key presses or the mouse. The program could be a simple game or a set of questions and typed responses-. | Christmas Decoration (using sewing within art)Y3 - Use a variety of techniques, Inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.Name the tools and materials they have used.Develop skills in stitching, cutting, and joining.Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving, and stitching to create different textural effects.Apply decoration using beads, buttons, feathers etc.Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  To record textile explorations and experimentations as well as try out ideas. Identify changes they might make or how their work could be developed further.Y4 - Understand the need for a seam allowance.Join textiles with appropriate stitching.Select the most appropriate techniques to decorate textiles.Use a technique as a basis for stitch embroidery. |  | Volcano making Y3 - With growing confidence generate ideas for an item, considering its purpose and the user/s.Start to order the main stages of making a product.Identify a purpose and establish criteria for a successful product.Understand how well products have been designed, made, what materials have been used and the construction technique.Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.Strengthen frames using diagonal struts.Y4 - Design with purpose by identifying opportunities to design.Make products by working efficiently (such as by carefully selecting materials).Refine work and techniques as work progresses, continually evaluating the product design.Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques |  |  |
| Music |  | Christmas SingingFind the pulse within the context of different songs/pieces of music with ease.-Internalise the pulse.-Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn’t change within the context of the song or piece of music but the rhythm does.-Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.-Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.-Understand how pulse, rhythm and pitch work together.-Build on their progress from keeping a steady pulse to clapping a rhythm-Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate. |  |  |  |  |
| Music Y4Guitars |  -Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.-Continue to treat each instrument with respect and using the correct techniques to play them-Build on understanding the basics and foundations of formal notation  |
| Computing | Coding  | Spread Sheets  | LogoY3 - Children’s designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, ‘if’ statements, repetition and variables. They make good attempts to ‘step through’ more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can ‘read’ programs with several steps and predict the outcome accurately. Y4 - Children’s designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, ‘if’ statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can ‘read’ programs with several steps and predict the outcome accurately. | Animation |
| E-Safety (full year)Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact. |
| PSHE | Being Me In My World | Celebrating Differences (including Anti-Bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me (including Sex and Relationship Education) |
| MFL  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |
| RE | **How special is the relationship Jews****have with God?**Do sacred texts have to be ‘true’ tohelp people understand their religion?Does participating in worship helppeople to feel closer to God or theirfaith community?(Believing/Belonging)LO: We are learning tounderstand the specialrelationship between Jewsand God and the promisesthey make to each other. | **What is the most significant part****of the Nativity story for Christians****today?**Do sacred texts have to be ‘true’ tohelp people understand their religion?Can the arts help to communicatereligious beliefs?(Believing/Belonging)LO: We are learning tounderstand the symbolismin the Christmas storyand think about what thedifferent parts mean toChristians today. | **How important is it for Jewish****people to do what God asks them****to do?**Do religious people lead better lives?Is religion the most important influenceand inspiration in everyone’s life?(Believing/Behaving)LO: We are learning tounderstand how celebratingPassover and keepingKashrut (food laws) helpJews show God they valuetheir special relationshipwith Him. | **Is forgiveness always possible for****Christians?**Do religious people lead better lives?Do all religious beliefs influence peopleto behave well towards others?(Believing/Behaving)LO: We are learning tounderstand how Jesus’life, death and resurrectionteaches Christians aboutforgiveness. | **What is the best way for a Jew to****show commitment to God?**Do religious people lead better lives?Is religion the most important influenceand inspiration in everyone’s life?Does participating in worship helppeople to feel closer to God or theirfaith community?(Believing/Behaving/Belonging)LO: We are learning tounderstand differentways that Jews showtheir commitment to God,comparing their practicesin order to explorewhich shows the mostcommitment. | **Do people need to go to church to****show they are Christians?**Do religious people lead better lives?Does participating in worship helppeople to feel closer to God or theirfaith community?LO: We are learning tounderstand how importantgoing to church is to showsomeone is a Christian. |
| Trips |  |  |  | Magna – Volcanoes  |  |  |
| Key dates (British values, other cultures, religious festivals) |  |  |  |  |  |  |