

# Chapmanslade Primary School Class Curriculum Map Year B 2024-25 – Oak Class Y3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>	<p>What are the main types of rocks on our Earth?</p> <p><b>ROCKS AND SOIL</b></p> <ul style="list-style-type: none"> <li>Compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>Know how fossils are formed.</li> <li>Know how soil is made.</li> <li>Know and explain the difference between sedimentary, metamorphic and igneous rock.</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Research how fossils and different types of rocks are formed</li> </ul> <p><b>Grouping and Classifying</b></p> <ul style="list-style-type: none"> <li>Identify different rocks and the group they belong to</li> </ul>	<p>What is electricity and why it so important in our lives?</p> <p><b>ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>Identify and name appliances that require electricity to function.</li> <li>Construct a series circuit.</li> <li>Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>Know the function of a switch.</li> <li>Know the difference between a conductor and an insulator, giving examples of both.</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Fair testing</b></p> <ul style="list-style-type: none"> <li>Determine which materials are electrical conductors or insulators</li> <li>Predict and test whether a lamp will light within a circuit</li> </ul> <p><b>Grouping and classifying</b></p> <ul style="list-style-type: none"> <li>Classify/ group materials into electrical conductors or insulators</li> </ul>	<p>How is sound created and how does it travel?</p> <p><b>SOUND</b></p> <ul style="list-style-type: none"> <li>Know how sound is made</li> <li>Know how sound travels from a source to our ears</li> <li>Know how sounds are made, associating some of them with vibrating</li> <li>Know the correlation between pitch and the features of the object producing a sound</li> <li>Know the correlation between the volume of a sound and the strength of the vibrations that produced it</li> <li>Know what happens to a sound as it travels away from its source</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Fair testing</b></p> <ul style="list-style-type: none"> <li>The effect of distance from the source on volume</li> </ul> <p><b>Pattern seeking</b></p> <ul style="list-style-type: none"> <li>Compare how the length and width of tubes affect the pitch</li> </ul>	<p>Why do humans have skeletons and muscles?</p> <p><b>SKELETONS AND MUSCLES</b></p> <ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet.</li> <li>Know how nutrients, water and oxygen are transported within animals and humans.</li> <li>Know about the skeletal and muscular systems of humans.</li> <li>Know the names of some of the common joints in our bodies.</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Experimenting and Investigating</b></p> <ul style="list-style-type: none"> <li>Find out how muscles work using balloons</li> <li>Carry out an investigation into exercise</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Find out about the names of joints</li> <li>Find the names of parts of the skeleton</li> </ul>	<p>What happens to the food we eat?</p> <p><b>DIGESTIVE SYSTEM AND TEETH</b></p> <ul style="list-style-type: none"> <li>Identify and name the parts of the human digestive system</li> <li>Know the functions of the organs in the human digestive system</li> <li>Identify and know the different types of teeth in humans</li> <li>Know the functions of different human teeth</li> <li>Use food chains to identify producers, predators and prey</li> <li>Construct food chains to identify producers, predators and prey</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Research the different body parts involved in digestion</li> </ul> <p><b>Grouping and classifying</b></p> <ul style="list-style-type: none"> <li>Classify plants/animals into either producer, consumer or predator</li> </ul> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Recreating a digestive system in class</li> </ul>	
	<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>					

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	<ul style="list-style-type: none"> <li>o gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>o recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>o reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>o using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>o identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>o using straightforward scientific evidence to answer questions or to support their findings</li> </ul>					
<b>History</b>	<b>HOW DID BRITAIN CHANGE BETWEEN THE BEGINNING OF THE STONE AGE AND THE END OF THE IRON AGE?</b> <ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age</li> <li>• Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of Iron Age hill forts</li> <li>• Know what is meant by hunter-gatherers</li> </ul>		<b>HOW DID BRITAIN CHANGE BETWEEN THE END OF THE IRON AGE AND THE END OF THE ROMAN OCCUPATION?</b> <ul style="list-style-type: none"> <li>• Know why the Romans came to Britain.</li> <li>• Know what the Romans did to improve Britain.</li> <li>• Know why many Britons were opposed to the Roman occupation</li> <li>• Know why the Romans left Britain</li> </ul>		<b>HOW HAVE OUR HOMES CHANGED OVER TIME?</b> <ul style="list-style-type: none"> <li>• Know how the telephone changed people’s lives and know how they changed over time.</li> <li>• Know how televisions changed people’s lives and know how they changed over time.</li> <li>• Recognize artefacts used in the home during Victorian times.</li> <li>• Know how we have adapted the way we use outside space over time.</li> <li>• Know about the impact that technology has had on our home life.</li> </ul>	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.					
<b>Geography</b>	<b>How are mountains formed and what causes an earthquake, tsunami or volcano?</b> <ul style="list-style-type: none"> <li>• Know the names of and locate at least eight European countries</li> <li>• Know where the main mountain regions are in the UK</li> <li>• Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>• Appreciate that climate and physical features have an important part to play when considering how people live</li> <li>• Know what causes earthquakes and tsunamis</li> <li>• Label the different parts of a volcano</li> <li>• Know the names of some of the world’s highest mountains</li> </ul>		<b>How do we energise our homes and country?</b> <ul style="list-style-type: none"> <li>• Know about some of the human features related to the UK, e.g. industry and environment</li> <li>• Know about the importance of power in our lives</li> <li>• Know why it is important to find more environmentally friendly sources of energy</li> </ul>		<b>How is a River formed?</b> <ul style="list-style-type: none"> <li>• Know how a river is formed</li> <li>• Know the difference between the upper, middle and lower courses of a river</li> <li>• Know the names and locations of many famous rivers in the UK and the world</li> <li>• Know how waterfalls and oxbow lakes are formed</li> <li>• Know what erosion and deposition are in relation to rivers</li> <li>• Know why many cities are situated next to a river</li> <li>• Know why rivers cause flooding</li> <li>• Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary</li> </ul>	
	<b>RE</b>	RELIGION: SIKHISM	RELIGION: CHRISTIANITY	RELIGION: CHRISTIANITY	RELIGION: CHRISTIANITY	RELIGION: SIKHISM

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	<p><u>Key Question:</u></p> <p>Does joining the Khalsa make a person a better Sikh?</p> <p><u>Theme:</u> The Amrit Ceremony and the Khalsa</p> <p>Discovery RE</p>	<p><u>Key Question:</u></p> <p>What is the trinity?</p> <p><u>Concept:</u> Incarnation</p> <p>Understanding Christianity 2a.3</p>	<p><u>Key Question:</u></p> <p>What do Christians learn from the creation story?</p> <p><u>Concept:</u> Creation</p> <p>Understanding Christianity 2a.1</p>	<p><u>Key Question:</u></p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 2a.5</p>	<p><u>Key Question:</u></p> <p>Do Sikhs think it is important to share?</p> <p><u>Theme:</u> Sharing and Community</p> <p>Discovery RE</p>	<p><u>Key Question:</u></p> <p>What is the best way for a Sikh to show commitment?</p> <p><u>Theme:</u> Prayer and Worship</p>
<p><b>PSHE</b></p>	<p><b>What strengths, skills and interests do we have?</b></p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p><b>How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>	<p><b>How can we manage our feelings?</b></p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	<p><b>How will we grow and change?</b></p> <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p><b>How can our choices make a difference to others and the environment?</b></p> <ul style="list-style-type: none"> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p><b>How can we manage risk in different places?</b></p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe</li> </ul>

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		<ul style="list-style-type: none"> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>				and how to respond if they become aware of a situation that is anti-social or against the law
<b>Computing</b>	Computing Systems & Networks: The Internet	Creating Media: Stop Frame Animation		Data Handling: Branching Databases	Programming: Sequencing sounds	
	<b>ONLINE SAFETY</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
<b>Art</b>	How are shadows and reflections created in drawing?  Drawing <ul style="list-style-type: none"> <li>• Children clearly mark areas of light and shadow in an observational drawing.</li> <li>• Children know how to draw and blend lines to create different textures, shades and tones.</li> <li>• Children begin to select pencil grades for purpose.</li> <li>• Children know different grades of pencils HB, B-6B and select these for purpose.</li> <li>• Children know how to create contrast and tone in drawings.</li> </ul>	How do you mix colours to match objects?  Painting <ul style="list-style-type: none"> <li>• Children demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose.</li> <li>• Children know precise colour language e.g. tint, tone, shade, hue</li> <li>• Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours.</li> </ul>		How can we create sculptures from paper?  Sculpture <ul style="list-style-type: none"> <li>• Children know about a range of artists who use paper as they main medium.</li> <li>• They have experienced origami and tried to create some examples.</li> <li>• They know what paper mâché' is and can create their own knowing about the texture, etc.</li> <li>• They know about different forms of sculpture and have experience of some.</li> </ul>		
	<b>Design &amp; Technology</b>	How can we prepare afternoon tea for a small group, which includes at least one adult?  <u>Designing:</u> <ul style="list-style-type: none"> <li>• Research to find out what an afternoon tea contains.</li> <li>• Ensure that ingredients for the sandwiches, savouries and cakes are available.</li> <li>• Decide on the contents of the afternoon tea plate.</li> </ul> <u>Making:</u> <ul style="list-style-type: none"> <li>• Measure ingredients carefully when making the sandwiches, savouries and cakes.</li> <li>• Ensure that you are using the correct utensil for each product.</li> </ul>			How can we create an electrical torch which incorporates changing colours e.g. kaleidoscope?  <u>Designing:</u> <ul style="list-style-type: none"> <li>• Produce a plan and explain the use of materials, equipment and processes</li> <li>• Persevere and adapt work when original ideas do not work</li> <li>• If the first attempt fails, identify strengths and future areas for development.</li> <li>• Communicate ideas through annotated sketches that show different viewpoints of the product</li> <li>• Begin to be very familiar with different inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Ensure that you are working hygienically and safely.</li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>Evaluate and suggest improvements for the afternoon tea</li> <li>Evaluate the afternoon tea, asking the guest their opinions.</li> <li>Evaluate the afternoon tea both during and at the end of the assignment.</li> <li>Present a product in an interesting way</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>Bring a creative element to the food product being designed</li> <li>Know which season various foods are available for harvesting</li> <li>Recognise safe practices in the kitchen and can identify hazards e.g. hazards when using an oven</li> <li>Know how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul>				<p><b>Making:</b></p> <ul style="list-style-type: none"> <li>Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.</li> <li>Know which material is likely to give the best outcome based on its properties</li> <li>Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques.</li> <li>Start to join and combine materials and components accurately in temporary and permanent ways.</li> <li>Show high levels of perseverance when things do not go as they would wish in the first instance.</li> <li>Know how simple electrical circuit and components can be used to create functional products.</li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>Evaluate and suggest improvements for designs</li> <li>Evaluate their product, carrying out appropriate tests.</li> <li>Evaluate their product both during and at the end of the assignment.</li> <li>Present a product in an interesting way</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Link scientific knowledge by using lights, switches or buzzers</li> <li>Use IT where appropriate to add to the quality of the product.</li> </ul>	
<b>Music</b>	<p><b>INTERESTING TIME SIGNATURES</b></p> <p>Theme: How Does Music Bring Us Together?</p>		<p><b>COMBINING ELEMENTS TO MAKE MUSIC</b></p> <p>Theme: How Does Music Connect Us with Our Past?</p>	<p><b>DEVELOPING PULSE &amp; GROOVE THROUGH IMPROVISATION</b></p> <p>Theme: How Does Music Improve Our World?</p>	<p><b>HOW DOES MUSIC TEACH US ABOUT OUR COMMUNITY?</b></p> <p>Theme: Creating Simple Melodies Together</p>	
<p><b>PE</b></p> <p>* In some cases we may take advantage of sport specialists/</p>	<p><b>CRICKET</b></p> <p>I am able to bowl a ball with some accuracy and consistency.</p>	<p><b>FOOTBALL</b></p> <p>I can delay an opponent and help to prevent the other team from scoring.</p>	<p><b>DANCE</b></p> <p>I can choose actions and dynamics to convey a character or idea.</p>	<p><b>GYMNASTICS</b></p> <p>I can explain what happens to my body when</p>	<p><b>CRICKET</b></p> <p>I am able to bowl a ball with some accuracy and consistency.</p>	<p><b>FOOTBALL</b></p> <p>I can delay an opponent and help to prevent the other team from scoring.</p>

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<p>coaches which may replace our second (bottom) unit</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>	<p>I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>
	<p><b>HANDBALL</b></p> <p>I can self-manage a match with my team-mates and officiate a match by applying the basic rules.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can move to space to help my team to keep</p>	<p><b>NETBALL</b></p> <p>I can defend one on one and know when to win the ball.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can move to space to help my team to keep</p>	<p><b>FITNESS</b></p> <p>I can collect and record my scores and identify areas I need to improve.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I share ideas and work with others to manage activities.</p>	<p><b>FUNDAMENTALS</b></p> <p>I can change direction quickly under pressure.</p> <p>I can explain what happens when I exercise.</p> <p>I can identify when I was successful and what I need to do to improve.</p>	<p><b>HANDBALL</b></p> <p>I can self-manage a match with my team-mates and officiate a match by applying the basic rules.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can move to space to help my team to keep</p>	<p><b>NETBALL</b></p> <p>I can defend one on one and know when to win the ball.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can move to space to help my team to keep</p>

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	<p>possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can throw, catch, dribble and shoot the ball with increasing control.</p> <p>I can use simple tactics to help my team gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>possession and score goals.</p> <p>I can pass, receive and shoot the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I show balance when changing direction at speed.</p> <p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working over a period of time.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>I can link hopping and jumping actions with other fundamental skills.</p> <p>I can work with others to complete skipping challenges.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p> <p>I understand and can demonstrate how and when to speed up and slow down when running.</p>	<p>possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can throw, catch, dribble and shoot the ball with increasing control.</p> <p>I can use simple tactics to help my team gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>possession and score goals.</p> <p>I can pass, receive and shoot the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>
	<b>OUR SCHOOL</b>		<b>ALL ABOUT ME</b>		<b>ALL AROUND TOWN</b>	
<b>MFL - French</b>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>		<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build</p>		<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	

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	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	sentences; and how these differ from or are similar to English	
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