

# Class Curriculum Map – Year B (2024-25): Year 3 & 4

“Love your neighbour as yourself”  
Luke 10:25-37

	Autumn Term	Spring Term	Summer Term		
<b>Science</b>	<p><b>WHAT ARE THE MAIN TYPES OF ROCKS ON OUR EARTH?</b></p> <ul style="list-style-type: none"> <li>Compare and group rocks based on their appearance and physical properties, giving reasons</li> <li>Know how soil is made and how fossils are formed</li> <li>Know about and explain the difference between sedimentary, metamorphic and igneous rock</li> </ul> <p style="text-align: center;"><i>Working Scientifically</i></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><b>WHAT IS ELECTRICITY AND WHY IT SO IMPORTANT IN OUR LIVES?</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>Predict and test whether a lamp will light within a circuit</li> <li>Know the function of a switch</li> <li>Know the difference between a conductor and an insulator, giving examples of each</li> </ul> <p style="text-align: center;"><i>Working Scientifically</i></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><b>HOW IS SOUND IS CREATED AND HOW DOES IT TRAVEL?</b></p> <ul style="list-style-type: none"> <li>Know how sounds are made, associating some of them with vibrating</li> <li>Know how sound travels from a source to our ears</li> <li>Know the correlation between pitch and 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 style="text-align: center;"><i>Working Scientifically</i></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><b>WHY DO HUMANS HAVE 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 a human</li> </ul> <p style="text-align: center;"><i>Working Scientifically</i></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><b>WHAT HAPPENS TO THE FOOD WE EAT?</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 human teeth</li> <li>Know the functions of different human teeth</li> <li>Use and construct food chain diagrams to identify producers, predators and prey</li> </ul> <p style="text-align: center;"><i>Working Scientifically</i></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 style="text-align: center;"><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> </ul>				

	<ul style="list-style-type: none"> <li>• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• use 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</li> <li>• Know how important the discovery of iron ore was</li> <li>• Understand why Iron Age hill forts were created</li> <li>• Know the main differences between the Stone, Bronze and Iron Ages</li> <li>• Know what is meant by the term ‘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> <li>• Know the legacy left by the Romans and how this helped to shape Britain</li> </ul>	<b>WHO LIVED IN THE INDUS VALLEY AND WHAT DO WE KNOW ABOUT THEM?</b> <ul style="list-style-type: none"> <li>• Know where the Indus Valley is and locate it on a map</li> <li>• Know that the people of the Indus Valley created sophisticated sewage systems</li> <li>• Know that the people of the Indus Valley built some very advanced buildings for their time</li> <li>• Know what an archaeologist does</li> <li>• Know about Indus Valley seals</li> <li>• Know what a typical day in the life of an Indus Valley child was like</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>WHAT ARE THE UNIQUE FEATURES OF THE UNITED KINGDOM?</b> <ul style="list-style-type: none"> <li>• Know the location of many of the UK’s counties</li> <li>• Know the names of many of the UK’s main cities</li> <li>• Understand why so many of the UK’s unique places attract tourists</li> <li>• Know the location of many of the UK’s unique places, such as the Lake District and Stonehenge</li> <li>• Know what is meant by a rural location</li> <li>• Know what is meant by an urban location</li> </ul>	<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 ARE RIVERS 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 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 depositing 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>Religion and Worldviews (RE)</b>	<p>DOES JOINING THE KHALSA MAKE A PERSON A BETTER SIKH?</p> <p><i>SIKHISM</i></p> <p>Theme: The Amrit Ceremony and the Khalsa</p> <ul style="list-style-type: none"> <li>To understand what it means to belong</li> <li>To explore and describe the foundations of Sikhism</li> <li>To understand how The Armit Ceremony show's that Sikhs belong to their faith</li> <li>To understand how the Khalsa show's Sikhs belong to their faith</li> <li>To describe and explain how Joining the Khalsa makes a person a better Sikh</li> </ul>	<p>WHAT IS THE TRINITY?</p> <p><i>CHRISTIANITY</i></p> <p>Concept: Incarnation</p> <ul style="list-style-type: none"> <li>To begin to recognise that Christians often use symbols and metaphors to express a belief</li> <li>To begin to recognise that Christians often use symbols and metaphors to express a belief</li> <li>To understand the importance of a Christian Baptism</li> <li>To know that Christians believe God is Trinity</li> <li>To understand that Christians use different ways to describe God</li> </ul>	<p>WHAT DO CHRISTIANS LEARN FROM THE CREATION STORY?</p> <p><i>CHRISTIANITY</i></p> <p>Concept: Creation</p> <ul style="list-style-type: none"> <li>To recognise that Christians believe God created the world</li> <li>To understand the story of Adam and Eve and what Christian's call The Fall</li> <li>To understand that Christians believe that God wants to help people to get close to him again</li> <li>To understand that many Christians believe they are asked to be stewards or caretakers of God's creation</li> <li>To show that many Christians believe are asked to be stewards or caretakers of God's creation and how we as a class can put this into practice</li> </ul>	<p>WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY?'</p> <p><i>CHRISTIANITY</i></p> <p>Concept: Salvation</p> <ul style="list-style-type: none"> <li>To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection</li> <li>To be able to say what each event of Holy week means for Christians today</li> <li>To be able to say what each event of Holy week means for Christians today</li> <li>To be able to say what each event of Holy week means for Christians today</li> <li>To know that most Christians believe that Jesus rose from the dead and so is alive today</li> </ul>	<p>DO SIKHS THINK IT IS IMPORTANT TO SHARE?</p> <p><i>SIKHISM</i></p> <p>Theme: Sharing and Community</p> <ul style="list-style-type: none"> <li>To understand what it means to share</li> <li>To understand how the Vaisakhi Festival is an example of sharing</li> <li>To understand how the festival of Diwali is an example of sharing</li> <li>To understand how The Langar is an example of sharing</li> <li>To understand the importance of sharing within the Sikhism</li> </ul>	<p>WHAT IS THE BEST WAY FOR A SIKH TO SHOW COMMITMENT?</p> <p><i>SIKHISM</i></p> <p>Theme: Prayer and Worship</p> <ul style="list-style-type: none"> <li>To understand the meaning of Commitment</li> <li>To understand how Sikhs continue to show their commitment by worshipping at the Gurdwara</li> <li>To understand how Sikhs continue to show their commitment through the Guru Granth Sahib</li> <li>To understand and identify how Sikhs continue to show their commitment through the Guru Granth Sahib and the Gurdwara</li> <li>To understand and evaluate that there are different levels of commitment within Sikhism</li> </ul>
	<b>Personal, Social, Health and Economic</b>	<p>WHAT STRENGTHS, SKILLS AND INTERESTS DO WE HAVE?</p> <ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> <li>to develop self-worth by identifying positive</li> </ul>	<p>HOW DO WE TREAT EACH OTHER WITH RESPECT?</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</li> </ul>	<p>HOW CAN WE MANAGE OUR FEELINGS?</p> <ul style="list-style-type: none"> <li>how everyday things can affect feelings</li> <li>how feelings change over time and can be</li> </ul>	<p>HOW CAN OUR CHOICES MAKE A DIFFERENCE TO OTHERS AND THE ENVIRONMENT?</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</li> </ul>	<p>HOW CAN WE MANAGE RISK IN DIFFERENT PLACES?</p> <ul style="list-style-type: none"> <li>how to recognise, predict, assess and manage risk in different situations</li> </ul>

	<p>things about themselves and their achievements</p> <ul style="list-style-type: none"> <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>different situations and recognise the respectful behaviour they should receive in return</p> <ul style="list-style-type: none"> <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> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<p>experienced at different levels of intensity</p> <ul style="list-style-type: none"> <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>on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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 and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p>erections and wet dreams</p> <ul style="list-style-type: none"> <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>HOW DO I CREATE A PRESENTATION BASED ON A</p>	<p>HOW CAN I CODE LOOPS WITHIN SCRATCH?</p>	<p>WHAT IS A BRANCHING DATABASE AND HOW DO I CREATE ONE?</p>	<p>HOW DO I USE TURTLE LOGO TO CREATE AND FILL SHAPES?</p>		<p>HOW CAN I COMMUNICATE AND COLLABORATE ON THE INTERNET SAFELY?</p>

Computing	THEME IN MICROSOFT POWERPOINT?				
	Presentation Skills	Coding with Scratch: Learning Loops	Branching Databases	Programming Turtle Logo	Communication and Collaboration
<b>Information Technology: Multimedia Text and Images</b>					
<ul style="list-style-type: none"> <li>• create different effects with different technological tools, demonstrating control</li> <li>• use appropriate keyboard commands to amend text on a device</li> <li>• use applications and devices in order to communicate ideas, work, and messages</li> <li>• save, retrieve and evaluate work, making amendments</li> <li>• insert a picture, text, graph or hyperlink from the Internet or a personal file</li> </ul>					
<b>Information Technology: Multimedia Sound and Motion</b>					
<ul style="list-style-type: none"> <li>• use software to record, create and edit sounds and capture still images</li> <li>• change recorded sounds, volume, duration and pauses</li> <li>• use software to capture video for a purpose</li> <li>• crop and arrange clips to create a short film</li> <li>• plan an animation and move items within each animation for playback</li> </ul>					
<b>Information Technology: Handling Data</b>					
<ul style="list-style-type: none"> <li>• talk about the different ways data can be organised</li> <li>• sort and organise information to use in other ways</li> <li>• search a ready-made database to answer questions</li> </ul>					
<b>Information Technology and Digital Literacy: Technology in Our Lives</b>					
<ul style="list-style-type: none"> <li>• explain ways to communicate with others online</li> <li>• describe the World Wide Web as the part of the Internet that contains websites</li> <li>• add websites to a favourites list</li> <li>• use search tools to find and use an appropriate website and content</li> <li>• use strategies to improve results when searching online</li> </ul>					
<b>Computer Science: Coding and Programming</b>					
<ul style="list-style-type: none"> <li>• use logical thinking to solve an open-ended problem by breaking it up into smaller parts</li> <li>• write a program, putting commands into a sequence to achieve a specific outcome</li> <li>• give a set of instructions to follow and predict what will happen</li> <li>• keep testing a program and recognise when it needs to be debugged</li> <li>• use variables to create an effect, e.g. repetition, if, when, loop</li> </ul>					
<b>Digital Literacy: Online Safety</b>					
<ul style="list-style-type: none"> <li>• reflect on their own digital footprint and behaviour online</li> <li>• identify what is appropriate and inappropriate behaviour on the Internet, recognising the term cyberbullying</li> <li>• agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords</li> <li>• seek help from an adult when they see something that is unexpected or worrying</li> <li>• demonstrate understanding of age-appropriate websites and adverts</li> </ul>					

Art	<p>How are shadows and reflections created in drawing?</p> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use shading to add interesting effects to drawings, using different grades of pencils</li> <li>• Know how to draw from first-hand experience</li> <li>• Know how to select graded pencils for purpose</li> </ul>	<p>How do you mix colours to match objects?</p> <p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Understands how hues are created using watercolours</li> <li>• Understands what tints, tones and shades are</li> <li>• Can combine colours to create tints, tones and shades</li> <li>• Can mix and match colours to objects in natural or artificial forms</li> </ul>	<p>How can we create sculptures from paper?</p> <p style="text-align: center;"><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Understands that paper can be used in a range of different ways to create a sculpture</li> <li>• Can explain the process of how to create a papier-mâché sculpture</li> </ul>
Design & Technology (DT)	<p>How can we prepare afternoon tea for a small group, which includes at least one adult?</p> <p><b>Designing:</b></p> <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> <p><b>Making:</b></p> <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> <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, gracing, 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>How can we create an electrical torch which incorporates changing colours e.g. kaleidoscope?</p> <p><b>Designing:</b></p> <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> <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>

Music	HOW DOES MUSIC BRING US TOGETHER?	WHAT STORIES DOES MUSIC TELL US ABOUT THE PAST?	HOW DOES MUSIC IMPROVE OUR WORLD?	HOW DOES MUSIC HELP US GET TO KNOW OUR COMMUNITY?	HOW DOES MUSIC SHAPE OUR WAY OF LIFE?	HOW DOES MUSIC CONNECT US WITH OUR PLANET?
	Musical Structures	Playing in a Band	Compose with Your Friends	More Musical Styles	Expression and Improvisation	Opening Night
<b>Musicianship</b>						
<p><b>Year 3:</b> Understand that long/short and high/low sounds can be represented by musical symbols; know these symbols can be written on a staff, helping us to remember what we are going to sing and play; sing and play an instrument in a few different time signatures; copy back simple rhythmic patterns and clap a rhythm that has been made up; move in time to a steady beat; copy back simple melodic patterns, following basic notation; recognise various notes and their rests on a staff; recognise the difference between major and minor sounds.</p> <p><b>Year 4:</b> Copy more challenging rhythms using body percussion and untuned instruments; Recognise some notation that is written on a staff; Perform with an understanding of simple time signatures; Copy back and improvise rhythmic patterns; Clap and move in time to a steady beat, accentuating the first beat of the bar; Copy back melodic patterns, following basic notation; Hear a note and suggest its length in relation to other notes over a steady pulse; Copy back more complex rhythmic/melodic patterns.</p>						
<b>Listening</b>						
<p><b>Year 3:</b> Talk about the emotions felt when listening to a piece of music; happily give an opinion about the music listened to; find the pulse of the music, sometimes finding the first beat of the bar; talk about the musical features relating to the style of the music; discuss a piece of music, using appropriate musical language; confidently recognise a range of musical instruments; listen to music from around the world and talk confidently about their features; compare and contrast songs of similar styles.</p> <p><b>Year 4:</b> Talk about the words of a song and explain why the music was written; Identify the difference between a fast, steady and slow tempo, using appropriate vocabulary; Find the pulse, identifying the first beat of the bar; Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators; Understand the importance of a musical introduction and the information it offers; Sing or clap memorable rhythmic/melodic phrases heard in a piece of music; Confidently recognise the difference between major, minor and pentatonic sounds; Describe the differences between legato and staccato.</p>						
<b>Singing</b>						
<p><b>Year 3:</b> Sing a song confidently from memory, as part of a group or as a solo; sing, demonstrating clear diction, articulation and expression; sing in unison; demonstrate and keep good posture; confidently follow the leader or conductor of a group; sing in unison (with actions) with a range of songs of varying styles and structures.</p> <p><b>Year 4:</b> Confidently learn to sing a song, both aurally and visually, as part of a group and/or solo; Sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture; Understand that phonetics create various sounds when singing; Sing expressively, paying attention to articulation and phrasing; Confidently follow the leader or conductor of a group; Discuss in depth how the song connects to the world.</p>						
<b>Playing Instruments</b>						
<p><b>Year 3:</b> Confidently use a tuned instrument to play and perform in solo or ensemble contexts; understand some formal, written notation which includes crotchets and their rests; rehearse and play securely with a good level of accuracy; follow musical directions; use instruments respectfully; demonstrate good posture when playing an instrument.</p> <p><b>Year 4:</b> Rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation; Play securely with good levels of accuracy, as a soloist or/and as part of an ensemble; Rehearse and perform some or all parts in the context of the unit song; Follow musical directions; Use instruments respectfully; Demonstrate excellent posture and consistently good technique when playing my instrument.</p>						
<b>Improvisation</b>						
<p><b>Year 3:</b> Understand that improvisation is when you make up your own melody; improvise successfully by listening and responding to the music from the unit; sometimes use silent beats within improvisation; create simple rhythms to build phrases using limited notes.</p> <p><b>Year 4:</b> Improvise within a major scale, using one to five notes; Use a chosen instrument to improvise using a limited range of notes, demonstrating use of articulation; Improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests; When improvising, have a clear vision of key, structure and relevant use of the home note.</p>						
<b>Composition</b>						

**Year 3:** Compose a simple melody that starts and ends on the home note; perform own compositions using the notes chosen individually; shape the melody, using steps and leaps; describe how an individual melody was created; use a simple structure when composing; use simple dynamics and tempo to express loud/quiet and fast/slow; create simple rhythmic patterns using both notes and rests.

**Year 4:** Compose a simple melody over a chord progression that starts and ends on the home note; Use music technology effectively to capture, edit and combine sounds; Compose a basic song accompaniment using pulse, rhythm and pitch; Compose using a pentatonic scale; Recognise that melody can move in steps or leaps; the space between notes is called an interval; Use a simple structure when composing - know that there is a start, a middle and an end; Use simple dynamics and tempo to express loud/quiet and fast/slow; Compose using notation from a chosen key.

**Rehearse and Perform**

**Year 3:** Play and perform as a soloist or as part of an ensemble; explain why a song was chosen; have an understanding of the musical themes sung; follow the leader or conductor; talk about performances, explaining what went well and what could be improved; introduce the song and explain why it was chosen; express how performances affected individuals emotionally.

**Year 4:** Play and perform in solo or ensemble contexts, following stave notation with confidence; Explain why a song was chosen and in what context, including historical information about the piece; Effectively communicate the meaning of the words and articulate them clearly; Reflect on individual performances and how well it suited the occasion; Discuss and reflect upon performances to improve upon future performances.

<b>Physical Education (PE)</b>	<b>CRICKET</b>	<b>FOOTBALL</b>	<b>DANCE</b>	<b>GYMNASTICS</b>	<b>TAG RUGBY</b>	<b>ATHLETICS</b>
	<ul style="list-style-type: none"> <li>Physical: underarm and overarm throwing, underarm bowling, batting, catching</li> <li>Social: communication, support, collaboration, respect</li> <li>Emotional: honesty, perseverance, determination</li> <li>Thinking: select and apply skills and tactics, make decisions</li> </ul>	<ul style="list-style-type: none"> <li>Physical: run, dribble, pass, receive, track</li> <li>Social: co-operation, communication, respect, listening</li> <li>Emotional: determination, honesty, fairness, persevere</li> <li>Thinking: make decisions, comprehension, select and apply skills, tactics</li> </ul>	<ul style="list-style-type: none"> <li>Physical: actions, dynamics, space, relationships</li> <li>Social: share ideas, respect, collaboration, inclusion, leadership, work safely</li> <li>Emotional: confidence, acceptance, sensitivity, perseverance</li> <li>Thinking: select and apply actions, creativity, observe and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll</li> <li>Social: work safely, collaboration, supportive</li> <li>Emotional: perseverance, confidence, independence</li> <li>Thinking: observe and provide feedback, creativity, select and apply skills</li> </ul>	<ul style="list-style-type: none"> <li>Physical: throw, catch, run, change speed, change direction</li> <li>Social: communicate, support, collaboration, respect</li> <li>Emotional: perseverance, self regulation, honesty, determination</li> <li>Thinking: make decisions, comprehension, application of rules and tactics</li> </ul>	<ul style="list-style-type: none"> <li>Physical: sprint, jump for distance, push throw, pull throw</li> <li>Social: collaborate, work safely</li> <li>Emotional: determination, perseverance</li> <li>Thinking: observe and provide feedback, comprehension, explore technique</li> </ul>
	In some terms we may take advantage of sport specialists/coaches in place our second unit (below)					
<b>HANDBALL</b>	<b>NETBALL</b>	<b>FITNESS</b>	<b>FUNDAMENTALS</b>	<b>BALL SKILLS</b>	<b>ROUNDERS</b>	
<ul style="list-style-type: none"> <li>Physical: throw, catch, run, dribble, shoot, change direction, change speed</li> <li>Social: kindness, communication, co-operation</li> </ul>	<ul style="list-style-type: none"> <li>Physical: throw, catch, change direction, change speed, shoot</li> <li>Social: communication, collaboration, support others</li> </ul>	<ul style="list-style-type: none"> <li>Physical: agility, balance, co-ordination, speed, stamina, strength</li> <li>Social: support others, work safely, communication</li> </ul>	<ul style="list-style-type: none"> <li>Physical: balance, run, dodge, hop, jump, skip</li> <li>Social: respect, collaboration, support and encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Physical: track, throw, catch, dribble, kick</li> <li>Social: communication, work safely, collaboration</li> <li>Emotional: perseverance, personal</li> </ul>	<ul style="list-style-type: none"> <li>Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat</li> <li>Social: collaboration, communication, co-</li> </ul>	



	<ul style="list-style-type: none"> <li>Emotional: honesty and fair play, determination, perseverance, confidence</li> <li>Thinking: decision making, select and apply, problem solving, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Emotional: honesty and fair play, persevere, confidence</li> <li>Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</li> </ul>	<ul style="list-style-type: none"> <li>Emotional: perseverance, determination, honesty</li> <li>Thinking: identify areas of strength and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>Emotional: determination, perseverance, honesty</li> <li>Thinking: select and apply, observation, provide feedback, comprehension</li> </ul>	<p>challenge, calmness, fairness</p> <ul style="list-style-type: none"> <li>Thinking: provide feedback, tactics, comprehension, reflection, make decisions</li> </ul>	<p>operate, support and encourage others</p> <ul style="list-style-type: none"> <li>Emotional: honesty, fair play, confidence, determination</li> <li>Thinking: comprehension, select and apply skills, tactics, make decisions</li> </ul>
<b>MFL - French</b>	<b>OUR SCHOOL</b>		<b>ALL ABOUT ME</b>		<b>ALL AROUND TOWN</b>	
	<ul style="list-style-type: none"> <li>listen and respond to topic vocabulary</li> <li>demonstrate understanding with actions</li> <li>write sentences converting le/la to un/une</li> <li>ask and answer questions using the topic vocabulary</li> <li>from memory, begin to know if nouns from the topic are masculine or feminine</li> <li>express opinions with accurate use of 'J'aime/Je n'aime pas...'</li> </ul>	<ul style="list-style-type: none"> <li>give and respond to simple classroom instructions appropriately</li> <li>name parts of the body from a song</li> <li>identify colours</li> <li>name items of clothing</li> <li>ask and answer questions using the topic vocabulary</li> <li>read and write simple words</li> <li>say that un/une relate to masculine &amp; feminine nouns</li> </ul>	<ul style="list-style-type: none"> <li>name some of the major cities of France</li> <li>locate some of France's key cities</li> <li>identify and say typical amenities to be found in French towns</li> <li>say in French what amenities or features are found in their own town</li> <li>say and order multiples of ten</li> <li>use multiples of ten and number operations to do simple calculations</li> <li>ask and give a simple address in French</li> <li>locate the correct part of a bilingual dictionary to translate from French-English or vice versa</li> <li>use a bilingual dictionary with increasing confidence to translate French-English and vice versa</li> </ul>			