

# Year 3/4 Year B Spring



## Science

### Light

**Why can't we see in the dark?**

### Sound

**How can sound be changed?**

## Geography

Compare a region of the UK and a region of a European country. Use a range of sources to compare places studied at KS2.

**What is the same and what is different?**

## History

### The Vikings

**Why do the Vikings have such a bad reputation?**

## PE

Invasion Games

Badminton

## RE

Part 1 of the 8-Fold Path

**Can the Buddha's teachings make the world a better place?**

Christianity

**Is forgiveness always possible for Christians?**

## Computing

Programming - Scratch:

Events & Actions in programs

**Making a maze**

**Project Evolve:** Online Bullying

## PSHE

**Jigsaw:**

Dreams and Goals

Healthy Me

Lifesavers Finance

## DT

Pneumatics

**Key Question: How can air make things move?**

## French

**Language Angels:** Les Legumes

## Music

**Charanga:** Compose using your imagination

## Art

Self portraits

**Key question: How can you convey character in a portrait?**

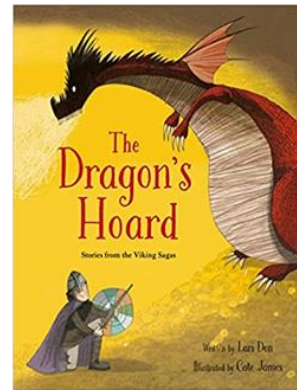
Year 3/4

Linked Texts



Non-Fiction:  
Newspaper Report

Theme - History: Viking  
Storytellers



**Core Texts:**  
Whole Class Reading  
using VIPERS

Linked Text



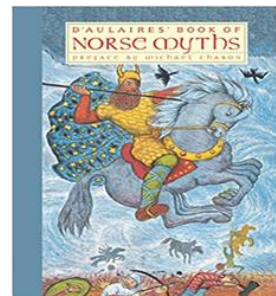
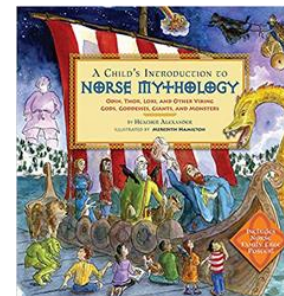
Narrative:  
Adventure Story

Linked Texts



Poetry:  
Different Poetry Types

Linked Texts



Non-Fiction:  
Explanation

## Science

Light: Why Can't We See in the Dark?		Term: Spring	Year: 3/4 Year B 2024-25	
<b>Foundations of previous learning:</b> Not previously taught. Light is a new topic in Year 3 However, connections with previous learning: <ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)</li><li>Describe the simple physical properties of a variety of everyday materials (Y1 - Materials)</li></ul>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<b>Light</b> <b>Y3</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a source is blocked by a solid object. Find patterns in the way that the size of shadows change.	Asking questions Interpreting and communicating results. Make predictions Record data  Enquiry: Identify, group and classify Research Fair testing	<ul style="list-style-type: none"><li>Recognise that they need light in order to see things, and that dark is the absence of light.</li><li>Notice that light is reflected from surfaces.</li><li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li><li>Find patterns in the way that the size of shadows change</li></ul>	Light Dark Darker Darkest Bright Brighter Brightest Dim Light source Eye	Reflect Reflective Shiny Dull Shadow Block Transparent Opaque
	Assessment of Skills	Assessment of Knowledge		
	Enquiry: Identify, group and classify Research Fair testing  Explanations, practical investigations,	<ul style="list-style-type: none"><li>Can describe how we see objects in light and can describe dark as the absence of light</li><li>Can state that it is dangerous to view the sun directly and state precautions used to view the sun, for example in eclipse.</li><li>Can define transparent, translucent and opaque</li><li>Can describe how shadows are formed</li></ul>		

## Sound

Sound: How can sound be changed?		Term: Spring 2	Year: 3/4 Year B 2024-25
<p><b>Foundations of previous learning:</b> Not previously taught. Light is a new topic in Year 3</p> <p>However, connections with previous learning:</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)</li> </ul>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Sound Y4</b> Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Asking questions Interpreting and communicating results. Make predictions Record data</p> <p>Enquiry: Identify, group and classify Research Fair testing</p>	<p>To know what sound is. To know how sound travels to our ears. To know about and understand pitch and volume</p>	<p>sound vibration volume pitch high low quiet loud tension</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Enquiry: Identify, group and classify Research Fair testing</p> <p>Explanations, practical investigations,</p>	<p>What is sound? How does sound travel to our ears? How can we change the volume of sound? How can we change the pitch of a sound?</p>	

## Geography

Locational and Place Knowledge: What is the same and what is different?		Term: Spring	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> <b>KS1</b> –Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use basic geographical vocabulary: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather. Human physical features: city, town, village, factory, farm, house, office, port, harbour and shop.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country  Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To use a range of maps, atlases and digital maps to locate Norway.  To use resources to explore human and physical features.  To interpret climate charts and make comparisons between Norway and UK average temperature and rainfall.  To use virtual field trip to visit a region of Norway and make comparisons to local area.	To know that Norway is in Europe. To locate Norway on a map using atlases, satellite images and digital maps. To name and locate the capital of Norway. To know how far Norway is from Colerne. To explore physical features. To explore human features. To know how the climate and location effect the economic activity of the region. Identify similarities and differences between a region of Norway and Chippenham. Understand how children live in this area and compare it to their own lives.	Europe Norway Oslo Region Continent Coastal Fjord Mountains Rivers climate Human Physical Feature Landscape Village Town Building Land use Housing Amenities
	Assessment of Skills	Assessment of Knowledge	
	I can locate Norway. I can identify human and physical features in a region of Norway. I can make comparisons between UK and Norway.	I can explain how human and physical features make up places and make comparisons the UK and Norway (a Norway region)	



## History

<b>Vikings: Why do the Vikings have such a bad reputation?</b>		<b>Term: Spring</b>	<b>Year: 3/4 Year B 2024-25</b>
<p><b>Foundations of previous learning:</b> Children have recently learned about the Anglo Saxons the Vikings – linking both knowledge and chronological awareness Children have previously learned about Romans (Year A). Children will continue to build on presenting their understanding of the past through a variety of ways and will begin to think about the most appropriate way.</p> <p><b>KS1:</b> Childhood memories, Great Fire of London, Elizabeth I and Georgians</p> <p><b>KS2:</b> Prehistoric Britain, Roman Britain, Anglo Saxons</p>			
<b>Unit Learning</b>			
<b>NC Objective -Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocab</b>
Britain's settlement by the Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor.	<p><b>Year 3 Skills</b></p> <p><b>Chronological understanding</b> Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p><b>Knowledge and understanding</b> Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.</p> <p><b>Historical interpretation</b> Looks at 2 versions of same event and identifies differences in the accounts.</p> <p><b>Historical enquiry</b> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ....? What did people do for ....?'</p> <p><b>Organisation and communication</b> Presents findings about past using speaking, writing, ICT and drawing skills. Discusses different ways of presenting information for different purposes.</p> <p><b>Year 4 Skills</b></p> <p><b>Chronological understanding</b> Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline.</p> <p><b>Knowledge and understanding</b> Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describes how some of the past events/people affect life today.</p> <p><b>Historical interpretation</b> Gives reasons why there may be different accounts of history.</p> <p><b>Historical enquiry</b> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p><b>Organisation and communication</b> Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Discusses most appropriate way to present information, realising that it is for an audience.</p>	To know that the Romans withdrew from Britain. To know that the Roman Empire fell. To know that Anglo Saxons and Scots settled in Britain. To know Anglo Saxons ruled small kingdoms. To know that the Vikings invaded and raided the Kingdom of England. To know that the Vikings travelled in longships. To know that King Alfred the Great defeated the Vikings in battle. To know that after the defeat, the Vikings signed a treaty saying that they had to keep to their own land in England. To know that Jorvik was a large Viking Kingdom around York. To know that Viking warriors believed that when they died in battle, they went to Valhalla, where the king of the gods lived. To know some of our current towns and villages have elements of Norse language in them.	raid invasion resistance law justice settlement kingdom Anglo Saxons Scots Rule Invaded Longships King Alfred the Great Battle Defeat Treaty Jorvik Warrior Vahalla Odin Gods Norse
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p><b>Year 3</b></p> <p>I can suggest different sources of evidences to use to help answer questions. I can use a variety of ways to present information I have found about the past (discussions, writing, drama, annotations).</p> <p><b>Year 4</b></p> <p>I can use both primary and secondary sources and use both to find information. I can consider and use the most appropriate way to present information I have found about the past.</p>	What happened to the Romans? What happened to the Roman Empire? Who settled in Britain and ruled small kingdoms after the Roman Empire fell? What did the Vikings do to the Kingdom of England? How did Vikings travel? Who defeated the Vikings in battle? What did the Vikings do after King Alfred the Great beat them in battle? What was Jorvik? What did Vikings believe about death during battle? What links the Vikings have with town and village names such as...?	

## Computing

<b>Teach Computing:</b> Programming B Events & Actions in programs (3.6)		<b>Term:</b> Spring 1 / 2	<b>Year:</b> 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> <b>Foundation:</b> Directional algorithms to 3 little pigs – unplugged Baking algorithms <b>KS1:</b> Programming quizzes programming animation Moving a robot (Beebot) Robot algorithms <b>Y3:</b> Sequences in sound Repetition in shape			
<b>Unit Learning</b>			
<ul style="list-style-type: none"> <li>NC Objective - Coverage</li> </ul>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>To build a sequence of commands</li> <li>To combine commands in a program</li> <li>To order commands in a program</li> <li>To create a sequence of commands to produce a given outcome</li> </ul>	<ul style="list-style-type: none"> <li>To explain that programs start because of an input</li> <li>To explain what a sequence is</li> <li>To identify that a program includes sequences of commands</li> <li>To identify that the sequence of a program is a process</li> <li>To explain that the order of commands can affect a program's output</li> <li>To identify that different sequences can achieve the same output</li> </ul>	Sprite Commands Programme Code Event Sequence Output Action Directions Background Pen Maze Debug Stage Algorithm Computational thinking Design
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<ul style="list-style-type: none"> <li>I can create a program to move a sprite in four directions</li> <li>I can adapt a program to a new context</li> <li>I can develop my program by adding features</li> <li>I can design and create a maze-based challenge</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how a sprite moves in an existing project</li> <li>I can explain that a series of commands will programme how a sprite moves and that the order can affect the output</li> <li>I can identify and fix bugs in a program</li> </ul>	

## Computing

Project Evolve: Online Bullying		Term: Spring 1 / 2	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> <b>Yr A</b> Self-image and identity Health, well-being and lifestyle <b>Yr B</b> Online relationships			
Unit Learning			
• NC Objective - Coverage	Skills and Knowledge	Vocabulary	
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	I can describe appropriate ways to behave towards other people online and why this is important. <ul style="list-style-type: none"> <li>I can explain why I should be kind online vs. unkind</li> <li>I know how I should act online</li> <li>I can explain how I make sure I am being kind online</li> </ul> I can give examples of how bullying behaviour could appear online and how someone can get support. <ul style="list-style-type: none"> <li>I can say what harmful online behaviour looks like</li> <li>I can describe methods people may use to bully others including online and offline methods</li> <li>I can provide simple examples of where online bullying can take place and what it might look like</li> </ul>	Specific vocab to be drawn out once knowledge map assessment completed and activities mapped.  Online Offline Safe Respect Trusted adults Harmful Bullying Support Feelings Relationships	



PSHE

Dreams and Goals		Term: Spring 1	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group			
Unit Learning			
Themes (Puzzle Pieces)	Skills / Knowledge	Vocabulary	
Dreams and goals My dreams and ambitions A new challenge Our new challenge Overcoming obstacles Celebrating my learning	I can tell you about a person who has faced difficult challenges and achieved success	Difficult	
	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	Challenge	
	I can identify a dream/ambition that is important to me	Achieve	
	I can imagine how I will feel when I achieve my dream/ambition I enjoy facing new learning challenges and working out the best ways for me to achieve them	Success	
	I can break down a goal into a number of steps and know how others could help me to achieve it	Respect	
	I am motivated and enthusiastic about achieving our new challenge	Admire	
	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	Overcome	
	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	Obstacles	
	I can manage the feelings of frustration that may arise when obstacles occur I can evaluate my own learning process and identify how it can be better next time	Dreams	
	I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Goals	
		Ambition	
		Challenge	
		Goal	
		Motivated	
		Enthusiastic	
		Responsible	
		Frustration	
	Assessment		
	Year 3 I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest		
	Year 4 I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude		

PSHE

Lifesavers Finance		Spring Terms 3 & 4	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> Maths – Money Dreams and Goals			
Unit Learning			
Themes	Outcomes	Vocabulary	
Term 3 Where does our Money come from?  Term 4 How does money make us feel?	That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; That people may choose to do voluntary work which is unpaid. To learn about the different ways to pay for things and the choices people have about this To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) To recognise that people make spending decisions based on priorities, needs and wants To know the different ways to keep track of money To identify the ways that money can impact on people's feelings and emotions	earning life necessities unemployed chores volunteer wider global community) provides needs and wants role business person manager generous different jobs different skills salary wage earnings society value judge dignity Justice respect interdependence  spending saving Contentment different choices influenced prioritising possessions responsibility vulnerable	
	Assessment		
	I can explain the different ways to pay for things and the choices people have about this I know the different ways to keep track of money I can identify the ways that money can impact on people's feelings and emotions		

PSHE

Healthy Me		Term: Spring 2	Year: 3/4 Year B 2024-25
Foundations of previous learning: Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy Y2 - I can make some healthy snacks and explain why they are good for my body, I can express how it feels to share healthy food with my friends			
Unit Learning			
Themes (Puzzle Pieces)	Skills / Knowledge	Vocabulary	
Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body	I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels I understand that, like medicines, some household substances can be harmful if not used correctly I can take responsibility for keeping myself and others safe at home I understand that, like medicines, some household substances can be harmful if not used correctly I can take responsibility for keeping myself and others safe at home	Exercise Body Heart Lungs Organs Fitness Exercise Challenge Drugs Safe Strategies Anxious Scared Medicines Substances Harmful	
	Assessment		
	Year 3 I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels Year 4 I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure		

## Design Technology

How can air make things move? Focus: Pneumatics		Term: Spring	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> <b>KS1:</b> Explored simple mechanisms, such as sliders and levers, and simple structures. • Learnt how materials can be joined to allow movement. • Joined and combined materials using simple tools and techniques. <b>Year 1/2 - Key Question: How can we make a picture move? Key Question: How can we make our vehicle travel over sand?</b>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Across KS2 pupils should know how to:</p> <ul style="list-style-type: none"> <li>Describe the purpose of their products</li> <li>Indicate the design features of their products that will appeal to intended users</li> <li>Explain how particular parts of their products work</li> <li>Share and clarify ideas through discussion</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>Select tools and equipment suitable for the task</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>Select materials and components suitable for the task</li> </ul> <p><b>Across KS2 pupils should investigate and analyse:</b></p> <ul style="list-style-type: none"> <li>How well products have been designed</li> <li>How well products have been made</li> <li>Why materials have been chosen</li> <li>What methods of construction have been used</li> <li>How well products work</li> <li>How well products achieve their purposes</li> <li>How well products meet user needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>To design a pneumatic mechanism using realistic and appropriate ideas.</li> <li>To select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.</li> <li>To make a mechanism.</li> <li>To evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use pneumatic mechanisms.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	<p>components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate</p>
	<p><b>Assessment of Skills</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>I can research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups.</li> <li>I can use a wide range of tools and equipment to perform practical tasks accurately (e.g. cutting, shaping, joining and finishing)</li> <li>I can select from and use a wider range of materials and components, including construction and materials, according to their functional properties and aesthetic qualities</li> <li>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</li> </ul>	<p><b>Assessment of Knowledge</b></p> <ul style="list-style-type: none"> <li>I understand how pneumatic mechanisms work.</li> <li>I can design, make and evaluate my own pneumatic mechanism?</li> <li>I can use technical vocabulary</li> </ul>	

## Art

Portraits: Drawing: How can you convey character in a portrait?		Term: Spring	Year: 3/4 Year B 2024-25
<p><b>Foundations of previous learning:</b>  Prior knowledge/experience  Drawing unit in each year group:  Foundation: drawing body  Y1&amp;Y2: drawing teddy and making it look fluffy  Y1&amp; 2: flowers – Van Gogh</p> <p><b>Future learning:</b>  Y4&amp;5: Henry Moore WW2 paintings  Y6: Still Life</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> <li>To create sketch books to record observations and use them to review and revisit ideas</li> <li>To improve mastery of art and design techniques, including drawing.</li> <li>To learn about great artists in history.</li> </ul>	<ul style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>continue to use different materials to draw, e.g. pastels, chalk,</li> <li>show an awareness of space when drawing</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with famous portrait artists' paintings - Frida Kahlo, Lowry, Dali and Van Gogh</li> <li>To know how light and shadow effects can be created to show line, tone and texture</li> </ul>	Line Tone Texture Shadow Reflection Hatching Cross hatching Space Observe Portrait Space Pastel Chalk Pencil Emotions
	Assessment of Skills	Assessment of Knowledge	
	Experiment with the use and effect of line, tone and texture in their own art work to show light and shading. Create sketchbook entry to illustrate understanding of different emotions Create portraits inspired by famous artists studied, showing an awareness of space.	Discuss famous portrait paintings and recognise some differences. Show an appreciation of different portrait paintings. Explain how artists have used light and shadow and use of space in their work. Create portrait based on inspiration of famous artists.	

# RE 1

<b>Buddhism: Buddha's Teachings: Could the Buddha's teachings make the world a better place?</b>		<b>Term: Spring 1</b>	<b>Year: 3/4 Year B 2024-25</b>
<b>Foundations of previous learning:</b> Is it possible for everyone to be happy – story of the Buddha (Year 3)			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Could the Buddha's teachings make the world a better place?</b> To learn about the teachings of the Buddha and explore what he taught about change.	<b><u>Thinking about religion and belief:</u></b> <ul style="list-style-type: none"> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe similarities and differences within and between religions and beliefs</li> </ul> <b><u>Enquiring, investigating and interpreting:</u></b> <ul style="list-style-type: none"> <li>suggest answers to some questions raised by the study of religions and beliefs</li> </ul> <b><u>Beliefs and teachings (what people believe):</u></b> <ul style="list-style-type: none"> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul> <b><u>Practices and lifestyle (what people do):</u></b> <ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul> <b><u>Identity and experience (making sense of who we are):</u></b> <ul style="list-style-type: none"> <li>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul> <b><u>Meaning and purpose (making sense of life):</u></b> <ul style="list-style-type: none"> <li>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul> <b><u>Values and commitments (making sense of right and wrong):</u></b> <ul style="list-style-type: none"> <li>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	To identify how the world is a wonderful place and organise their thoughts in illustrations, collages and poems. To know the life of the Buddha. To understand how Siddhatta taught many truths, focussing on the belief that everything changes and suffering is caused by selfishness.	Buddha Bodhi 8-fold path Teachings Rights Change Suffering Greed Selfishness
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can suggest why there may be problems in the world and how people could solve them. I can recall one of the Buddha's stories and start to say what it means. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	How does Buddha teach that the world is a wonderful place? How did Buddha teach about change? How did Buddha teach that selfishness cause suffering?	



RE 2

Easter: Is forgiveness always possible for Christians?		Term: Spring 2	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> FS - UC Salvation: Why do Christians put a cross in an Easter Garden? Y1/2 – UC – What do Christians believe God is like? And Why does Easter matter to Christians? Y3/4 UC Salvation unit.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
How Jesus' life, death and resurrection teaches Christians about forgiveness.	<ul style="list-style-type: none"> <li>To use scenarios to develop understanding of the term forgiveness.</li> <li>To know the story of the Last Supper</li> <li>To know how Jesus forgave and what he taught about forgiveness.</li> <li>To know about Jesus' death and resurrection and the significance and link to forgiveness and salvation.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christians believe God can help them show forgiveness</li> </ul>	Forgiveness Sorry Last Supper Lord's Prayer Enemies Gospel Sins Resurrection Salvation
	<b>Assessment of Skills</b> <ul style="list-style-type: none"> <li>I can talk about what sort of help I might need to show forgiveness</li> <li>I can describe what a Christian might learn about forgiveness from a Biblical text.</li> </ul>	<b>Assessment of Knowledge</b> <ul style="list-style-type: none"> <li>I can show an understanding of how Christians believe God can help them show forgiveness.</li> </ul>	

PE 1

Invasion Games		Term: Spring 1	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> FS: Ball skills and Bat and ball skills Y1: Ball skills into invasion games and Bat and ball skills Y2: Invasion games – attacking and defending and Bat and Ball skills			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending the context of invasion games.	To demonstrate knowledge and understanding of the reasons for warming up and cooling down To show understanding of what it means to intercept the ball To demonstrate an understanding of the job of the goalkeeper To follow rules in simple invasion games	attack attacker defend defender dribble dodge fake dodge (feigning) intercept interception invasion game marking possession side stepping strategy
	Assessment of Physical Skills	Assessment of Cognitive Skills	
	Physical: <ul style="list-style-type: none"> <li>• I can move in multiple directions</li> <li>• I can use the basic skill of dodging, including fake dodging</li> <li>• I can dribble with the ball using different techniques, occasionally looking up</li> <li>• I can pass the ball with some control and accuracy</li> <li>• I can receive a ball that is passed directly to me, demonstrating some control</li> <li>• I can mark an opposition player with some success in a game</li> <li>• I can demonstrate the ability to get into a position to be able to intercept a pass</li> <li>• I can use some skills and strategies to prevent a goal from being scored</li> <li>• I can contribute to the success of my team in attack and defence</li> </ul>	Cognitive: I can show understanding of what is involved in being part of a team Evaluation: I can evaluate my own and others' performance and suggest ways to improve	

PE 2

Badminton		Term: Spring 2	Year: 3/4 Year B 2024-25
<b>Foundations of previous learning:</b> FS: Ball skills and Bat and ball skills Y1 & Y2: Ball skills into invasion games and Bat and ball skills, Attacking and Defending, Invasion games – attacking and defending and Bat and Ball skills			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge & Skills	Vocabulary	
To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of using defensive techniques in badminton.	Use a badminton racket to balance a shuttlecock; Use a forehand or backhand grip to control a balloon; Use a forehand or backhand grip to strike a balloon or shuttlecock; Begin to use a badminton racket to hit a shuttlecock in a particular direction; Strike a shuttlecock in different ways, altering the distance the shuttlecock travels; Use running and chasse steps to move around a space; Adopt the ready position but may need reminding; Attempt a badminton serve with some success; Attempt a rally with a partner; Attempt an attacking shot during a rally; Position themselves in a defensive stance when prompted; Perform a block shot using a balloon; Compete in a badminton game; Attempt to use attacking and defensive shots; Evaluate own performance in a badminton game.	Shuttlecock Badminton Forehand Backhand Strike Ready position Rally Shot Defence Block	
	Assessment : Physical and Cognitive		
	Use a range of skills to help them keep control of the ball. Strike a ball and field with control. Use running skills alongside strength, flexibility and balance. Link movements and actions together. Pass to team mates at appropriate times using effective methods. Lead others and act as a respectful team member. Follow the rules of the game and play fairly.		

## Music

Composing Using Your Imagination		Term: Spring	Year: 3/4 Year B 2024-25
<p><b>Foundations of previous learning:</b>  <b>Key stage 1:</b> Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Year 3/4:</b> Charanga Unit: Glockenspiels 1: Play a variety of classroom instruments, playing glockenspiels as a whole class ensemble; Understand the various music language to describe the musical dimensions of a piece; Listen to music and begin to understand the different musical dimensions running through it. Charanga Unit: Three Little Birds Lean on Me: Music from around the world: Reggae - Recognise the style indicators of Soul/Gospel music; understand the music language used to describe the music. Charanga Unit: The Dragon Song: Traditional Folk Songs celebrating our differences and being kind to one another.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>-use and understand staff and other musical notations</li> <li>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>To successfully create a melody in keeping with the style of the backing track. This could be to:</p> <ul style="list-style-type: none"> <li>• Compose over a simple chord progression.</li> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> </ul>	<p>To compose a 'stand-alone' piece of music which includes:</p> <ul style="list-style-type: none"> <li>• A time signature, a treble clef, four or six bars, the right notes for the scale and key signature, rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests, expression/dynamics and a melody that starts and ends on note one.</li> </ul>	<p>Composing  Notation  Pulse  Rhythm  Pitch  Tempo  Dynamics  Notation  Improvising  Performing</p>
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> <li>• I can perform my own composition using the notes I have chosen.</li> <li>• I can describe how my melody was created</li> <li>• I can use a simple structure when composing.</li> <li>• I know my composition has a start, a middle and an end.</li> <li>• I know my composition has two contrasting sections.</li> <li>• I can use simple dynamics and tempo to express loud and quiet/fast and slow.</li> </ul>	<p>Own musical composition using Charanga.</p> <p>The children can:</p> <ul style="list-style-type: none"> <li>• use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for a composition to make musical sense.</li> </ul>	

## French

<b>Main Unit:</b> Les Legumes (Language Angels) <b>Core Vocabulary:</b> Colours (1 lesson) <b>Cultural Lesson:</b> Nice Carnival (Lesson 1)		<b>Term:</b> Spring	<b>Year:</b> 3/4 Year B 2024-25
<b>Phonics:</b> Lesson 1/2 – French Pronunciation (CH, OU, ON, OI) <b>Grammar:</b> Nouns and articles/determiners in plural form, conjunctions, verb: vouloir - Je voudrais			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information to an audience</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in another language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences</li> <li>describe people, places, things and actions orally and in writing</li> </ul>	We will be working on improving memory skills, remembering more spellings from memory and using a variety of activities to help this.	<ul style="list-style-type: none"> <li>To name and recognise all ten vegetables presented in this unit in their plural form.</li> <li>To attempt to spell more than five of these vegetables in French with relative accuracy.</li> <li>To ask somebody in French for a particular vegetable, using “Je voudrais” and know how to ask for one kilo or a half kilo.</li> <li>To perform a very simple French role play about buying vegetables at a market stall.</li> </ul>	Les aubergines Les épinards Les oignons Les courgettes Les tomates Les haricots verts Les petits pois Les champignons Les carottes Les pommes de terre Un kilo de... / d'... Un demi kilo de... / d'... Je voudrais... S'il vous plaît Et Bonjour Je peux vous aider? C'est tout? C'est combien? Merci Au-revoir Dans mon panier j'ai..
	We will be remembering to always look for cognates first (such as carottes and tomates).	<b>Cultural</b> Understand and respect different people and places in the world Understand that some people speak a different language to my own Identify similarities/differences in my culture to that of another	
	<b>Assessment of Skills</b> <ul style="list-style-type: none"> <li>I can listen carefully and pronounce unfamiliar words with increasing accuracy.</li> <li>I can use familiar sounds and spellings to help me recognise and learn new language.</li> <li>I can identify cognates</li> <li>I can remember and recall and increasing number of words in French</li> <li>I can develop my vocabulary speak in sentences and take part in a role play</li> </ul>	<b>Assessment of Knowledge</b> By the end of this unit, all children should be able to: <ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in French.</li> <li>Attempt to spell some of these nouns (including the correct article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	