Malmesbury Church of England Primary School Curriculum Handbook

Milepost 2 - Years 3 and 4

Geography Program of Study: Key Stage 2: 4; 3 and 4; 2 and 3

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Milepost 2 Years 3 & 4 Geography Areas of Study						
Features Studied	Years 3 and 4	Years 5 and 6	Features Studied Years 3 and 4		Year 5 and 6	
Rivers	Year 3 and 4, Year A, Term 1 Egyptians (Flood plains, deltas, tributaries)	Year 5 – Year A and B, Term 6, Go with the Flow	Volcanoes	Year 3 and 4, Year A, Term 3 Active Planet		
Inland features		Year 5, Year A & B Term 6, Go with the Flow	Earthquakes	Year 3 and 4, Year A, Term 3 Active Planet		
Settlement types and land use	Year 3 and 4, Term 4, Year A, Rainforests [Land use]	Year 5, Year A & B Term 6, Go with the Flow. Year 5 and 6 Year A, Term 4, The Holiday Show.	Water Cycle	Year 3 and 4, Year A, Term 3 Active Planet	Year 5 - Year A and B, Term 6, Go with the Flow	
Distribution of energy and resources	Year 4, Term 6, Chocolate, Year A [Resources]	Year 5 - Year A and B, Term 6, Go with the Flow	Climate zones	Year 3 and 4, Term 4, Year A, Rainforests [Tropical]	Year 6, Year A & B Term 6, out of Africa Year 5 and 6, Year B, Term 3, Extreme Survivors	

Trade and economic links	Year 4, Term 6, Chocolate, Year A, Term 5	Year 5 – Year A and B, Term 6, Go with the Flow	Mountains	Year 5 - Year A and B, Term 6, Go with the Flow
Coastal features	Year 3 and 4, Footsteps from the past, Year A, Term 5	Year 5 and 6 Year A, Term 5, Ancient Greece	2000	

Geography - Milepost 2: Key Skills

	Geography: Key Skills, Milepost 2, Years 3&4			
National Curriculum	Themes/Topic; Year and Term Taught	Malmesbury Learning Goals - Matched to National Curriculum		
Use fieldwork instruments (e.g. camera, rain gauge), maps, globes,	Rainforests Year A, Term 4	2.8 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities		
atlases and digital/computer mapping to locate countries and key features	Egyptians Year A, Term 1	2.8 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities		
to interpret them and aerial photos/pictures to make comparisons between locations. e.g. populations, temperature	Explorers and Adventurers Year B, Term 3	2.8 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities		
NC statement: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;				
Use four figure grid references and the 8 points of a compass. Explore features on OS maps NC statement:	Explorers and Adventurers Year B, Term 3	2.5 Be able to use geographical terms		
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;		2.12 Understand how places fit into a wider geographical context		

NC statement: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; Plan the steps and strategies for an enquiry Ask and respond to geographical questions, e.g. Describe the		2.6 Be able to describe the main geographical features of the area immediately surrounding the school 2.9 Be able to use secondary sources to obtain geographical information
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; Plan the steps and strategies for an enquiry Ask and respond to geographical questions, e.g. Describe the	Rainforests	
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Survey maps) to build their knowledge of the United Kingdom and the wider world; Plan the steps and strategies for an enquiry Ask and respond to geographical questions, e.g. Describe the	Rainforests	
the United Kingdom and the wider world; Plan the steps and strategies for an enquiry Ask and respond to geographical questions, e.g. Describe the	Rainforests	
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enquiry Ask and respond to geographical questions, e.g. Describe the		
enquiry Ask and respond to geographical questions, e.g. Describe the		
Ask and respond to geographical questions, e.g. Describe the	Year A, Term 4	2.9 Be able to use secondary sources to obtain geographical information
questions, e.g. Describe the		2.9 Be able to use secondary sources to obtain geographical information
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	the state of the s	, , , , , , , , , , , , , , , , , , , ,
landscape		
Make more detailed fieldwork	Chocolate	2.6 Be able to describe the main geographical features of the area immediately surrounding the school
sketches/diagrams,	Year A, Term 6	
plans and maps using symbols and	A STATE OF THE PARTY OF THE PAR	2.7 Be able to make simple maps and plans of familiar locations
keys		
Measure straight line distances using the appropriate scale		2.9 Be able to use secondary sources to obtain geographical information
	Scavengers & Settlers Year B, Term 1	2.6 Be able to describe the main geographical features of the area immediately surrounding the school
Draw accurate maps with more complex keys	, , , , , , , , , , , , , , , , , , ,	2.7 Be able to make simple maps and plans of familiar locations
complex keys		
NC statement:		2.9 Be able to use secondary sources to obtain geographical information
use fieldwork to observe, measure, record and present the human and	Home Sweet Home Year B, Term 5	2.6 Be able to describe the main geographical features of the area immediately surrounding the school
physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital		2.7 Be able to make simple maps and plans of familiar locations
technologies.		2.9 Be able to use secondary sources to obtain geographical information
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Geography - Milepost 2: Key Knowledge

	Geogr	aphy: Key Skills, Milepost 2, Years 3&4
National Curriculum	Themes / topic; Year & term taught	Learning Goal
Locational Knowledge Identify where countries are within Europe, including Russia, concentrating	Vikings Year A, Term 6	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
on their environmental regions, key physical and human characteristics, countries and cities		2.12 Understand how places fit into a wider geographical context
	Chocolate Year A, Term 6	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
		2.12 Understand how places fit into a wider geographical context
	Explorers & Adventurers Year B, Term 3	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
)	2.12 Understand how places fit into a wider geographical context
Human and physical	Brilliant Brunel	2.1 Know how particular localities have been affected by human activities
Locational Describe human features of the UK	Year B, Term 6 (Y3)	2.2 Know how particular localities have been affected by natural features and processes
regions, cities and/or counties and natural resources and understand how	4 1 1 1 1	2.10 Be able to express views on the features of an environment and the way it is being harmed or improved
some of these aspects have changed	Active Planet	2.1 Know how particular localities have been affected by human activities
<mark>over tim</mark> e	Year A, (New 2021), Term 3	2.2 Know how particular localities have been affected by natural features and processes
name and locate counties and cities of the		2.10 Be able to express views on the features of an environment and the way it is being harmed or improved
United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	Egyptians Year A, Term 1	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
(including hills, mountains, coasts and		2.05 Be able to use geographical terms
rivers), and land-use patterns; and understand how some of these aspects have changed over time;		2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
Contour, height, volcanoes,	Chocolate Year A, Term 6	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
earthquakes,		2.05 Be able to use geographical terms
ear myddices,		2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

describe and understand key aspects of:	Active Planet	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions
physical geography, including: climate	Year A, (New 2021), Term 3	about geographical and environmental features
zones, biomes and vegetation belts, rivers,	Related to earthquakes and	2.05 Be able to use geographical terms
mountains, volcanoes and earthquakes,	volcanoes	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of
and the water cycle;		particular localities
	Footsteps from the Past	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions
human geography, including: types of	Year A (New 2023), Term 5	about geographical and environmental features
settlement and land use, economic activity	Related to Coastal features	2.05 Be able to use geographical terms
including trade links, and the distribution of natural resources including energy, food,		2.08 Be able to use maps at a variety of scales to locate the position and geographical features of
minerals and water.		particular localities
minerals and water.	Home Sweet Home	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions
	Year B, Term 5	about geographical and environmental features
		2.05 Be able to use geographical terms
		2.08 Be able to use maps at a variety of scales to locate the position and geographical features of
		particular localities
Understand geographical similarities	Rainforests	2.11
and differences through the study of	Year A, Term 4	Be able to communicate their geographical knowledge and understanding to ask and answer questions
human and physical geography of a		about geographical and environmental features
region of the UK, a region in a		
European country, and a region within		
North or South America	Vikings	2.11
	Year A, Term 6	Be able to communicate their geographical knowledge and understanding to ask and answer questions
Understand why there are similarities		about geographical and environmental features
and differences between places within		
a region in a European country		
through a study		
Identify where counties are within	Home Sweet Home	2.11
the UK and the key topographical	Year B, Term 5	Be able to commu <mark>nicate their g</mark> eographical knowledge and understanding to ask and answer questions
features.		about geographical and environmental features
Name and locate the cities of the UK.	Footsteps from the Past	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions
	Year A (New 2023), Term 5	about geographical and environmental features
Name, locate and demonstrate	Related to Coastal features	2.05 Be able to use geographical terms
knowledge of Physical and human	Control of the last of the las	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of
features of the United Kingdom.	300	particular localities
<u> </u>		
Understand why there are similarities	500	
and differences between places within		The state of the s
United Kingdom through a study.		
	Rainforests	2.1 Know how particular localities have been affected by human activities
		· · · · · · · · · · · · · · · · · · ·

Identify physical and human features	Year A, Term 4	
of the locality. Explain about weather		2.2 Know how particular localities have been affected by natural features and processes
conditions/patterns around the UK and parts of the Europe		2.3 Know how the nature of particular localities affect the lives of people living there
		2.05 Be able to use geographical terms
Understand the effect of landscape features on the development of a	Scavengers & Settlers Year B, Term 1	2.1 Know how particular localities have been affected by human activities
locality		2.2 Know how particular localities have been affected by natural features and processes
Describe how people have been affected by changes in the		2.3 Know how the nature of particular localities affect the lives of people living there
<u>environment</u>	0	2.4 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
Explore weather patterns around	Commence of the second	
parts of the world		2.05 Be able to use geographical terms
	Brilliant Brunel Year B, Term 6 (Y3)	2.1 Know how particular localities have been affected by human activities
		2.2 Know how particular localities have been affected by natural features and processes
		2.3 Know how the nature of particular localities affect the lives of people living there
		2.4 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
		2.05 Be able to use geographical terms
	Egyptians Year A, Term 1	2.1 Know how particular localities have been affected by human activities
	Co. E. Cathird and	2.2 Know how particular localities have been affected by natural features and processes
	Comment	2.3 Know how the nature of particular localities affect the lives of people living there
	400	2.4 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
		2.05 Be able to use geographical terms
	Rainforests Year A, Term 4	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
		2.13 Understand that the quality of the environment can be sustained and improved

Footsteps from the Past Year A (New 2023), Term 5 Related to Coastal features	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer question about geographical and environmental features2.05 Be able to use geographical terms
	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

History - Program of Study: Key Stage 2: 3 and 4; 2 and 3

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History - Milepost 2: Key Knowledge

National Curriculum- Pupils should be taught	Suggested areas of study	Theme	
about:	Suggested dreas of study	meme	
Changes in Britain from the Stone Age to the Iron Age	Late Neolithic hunter-gatherers and early farmers e.g Skara Brae Bronze Age religion, technology and travel e.g Stonehenge Iron Age hill forts: Tribal kingdoms, farming, art and culture	Year 3 and 4 [Year B] - Scavengers & settlers: Term 1	
The Roman Empire and its impact on Britain	'Romanisation' of Britain, The Roman Empire by 42AD and the power of its army, British resistance- Boudica	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 2	
Britain's settlement by Anglo-Saxons and Scots	Roman withdrawal from Britain in 410AD, Anglo-Saxon invasion, place names and village life	Year 5 and 6 (Year B) The Great, The Bold & the Brave: Term 3	
The Viking and Anglo–Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking raids and invasion, resistance by Alfred the Great and Athelstan, 1 st King of England.	Year 2 and 3 (Year A) Invaders & Settlers [Vikings]: Term 6	
A local history study linked to one of the time periods above	Prehistoric Malmesbury & Avebury	Year 2 and 3 (Year A) Invaders & Settlers [Vikings]: Term 6	
	Vikings and Athelstan	Year 3 and 4 (Year B): Scavengers & settlers: Term 1	
	Victorian Britain and Brunel (NOT NC)	Year 2 and 3 (Year B): Brilliant Brunel: Term 6	
8	Romans in Cirencester	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 3	
- Q	The changing power of monarchs e.g. Queen Victoria	Year 2 and 3 (Year B): Brilliant Brunel: Term 6	
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	Changes in social history e.g. crime and punishment or leisure The legacy of Greek or Roman culture on later periods e.g. art and architecture Significant turning points in British history e.g. railways or Battle of Britain	Year 5 and 6 (Year A): WW2 Term 2	
The achievements of the earliest civilizations— an overview of where and when the 1 st civilizations appeared and a depth	Ancient Egypt Ancient Greece	Year 3 and 4 (Year A) Ancient Egypt: Term 1	
study of one of the following:		Year 5 and 6 (Year A) Ancient Greece	
A non-European society that provides contrast with British History- one study from	Early Islamic Civilization, including a study of Baghdad c.AD 900 Mayan civilization c.AD 900	Year 6 (Year A and B) Pilgrimage RE – Linked to early Islamic Society (Term 5 and 6)	
the following		Year 4 (Year A and B) Mayans, Chocolate	

National Curriculum	Themes	Malmesbury Learning Goals		
	Year and term taught			
Pupils should continue to	Invaders and Settlers (Vikings)	2.1 Know about the main events, dates and characteristics of the past societies they have studied		
develop a chronologically secure knowledge and	(Year 3), Year A, Term 6	2.2 Know about the lives of people in those periods.		
understanding of British,	~	2.7 Understand that the past can be considered in terms of different time periods		
local and world history,	Ancient Egypt	2.1 Know about the main events, dates and characteristics of the past societies they have studied		
establishing clear narratives	Year A, Term 1	2.2 Know about the lives of people in those periods.		
within and across the		2.7 Understand that the past can be considered in terms of different time periods		
periods they study.	Scavengers & Settlers	2.1 Know about the main events, dates and characteristics of the past societies they have studied		
	Year B, Term 1	2.2 Know about the lives of people in those periods.		
	/ Y-2	2.7 Understand that the past can be considered in terms of different time periods		
	Explorers & Adventurers	2.1 Know about the main events, dates and characteristics of the past societies they have studied		
	Year B, Term 3	2.2 Know about the lives of people in those periods.		
		2.7 Understand that the past can be considered in terms of different time periods		
	Year 4 (Y <mark>ear A and B) Mayans,</mark>	2.1 Know about the main events, dates and characteristics of the past societies they have studied		
	Chocolate	2.2 Know about the lives of people in those periods.		
		2.7 Understand that the past can be considered in terms of different time periods		
They should note connections, contrasts and	Invaders and Settlers (Vikings) Year 3, Year A, Term 6	2.3 Know about the main similarities and differences between the past societies they have studied		
trends over time and	Egyptians	2.3 Know about the main similarities and differences between the past societies they have studied		
develop the appropriate use	Year A, <mark>Ter</mark> m 1			
of historical terms.	Scavengers & Settlers Year B, Term 1	2.3 Know about the main similarities and differences between the past societies they have studied		
	Year 4 (Year A and B) Mayans, Chocolate	2.3 Know about the main similarities and differences between the past societies they have studied		
They should regularly	Invaders and Settlers (Vikings)	2.4 Be able to give some reasons for particular events and changes		
address and sometimes devise historically valid	(Year 3), Year A, Term 6	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes		
questions about change, cause, similarity and	Scavengers & Settlers	2.4 Be able to give some reasons for particular events and changes		
difference, and significance. They should construct	Year B, Term 1	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes		
informed responses that	Foot Prints from the Past	2.4 Be able to give some reasons for particular events and changes		
involve thoughtful selection and organisation of relevant	Year A, Term 5	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes		
historical information.	Egyptians	2.4 Be able to give some reasons for particular events and changes		
motorical information.	Year A, Term 1	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes		
	Brilliant Brunel	2.4 Be able to give some reasons for particular events and changes		

(Year 3), Year B, Term 6	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes
Year 4 (Year A and B) Mayans,	2.4 Be able to give some reasons for particular events and changes
Chocolate	2.6 Be able to use their knowledge and understanding to answer simple questions about the past and about changes
Invaders and Settlers (Vikings) (Year 3), Year A, Term 6	2.5 Be able to gather information from simple sources
	2.8 Understand that the past can be recorded in a variety of different ways
Egyptians Year A, Term 1	2.5 Be able to gather information from simple sources
	2.8 Understand that the past can be recorded in a variety of different ways
Brilliant Brunel (Year 3), Year B, Term 6	2.5 Be able to gather information from simple sources
	2.8 Understand that the past can be recorded in a variety of different ways
Scavengers & Settlers Active Planet	2.5 Be able to gather information from simple sources
Year B, Term 1 Year A Term 2	2.8 Understand that the past can be recorded in a variety of different ways
Year 4 (Year A and B) Mayans, Chocolate	2.5 Be able to gather information from simple sources
	2.8 Understand that the past can be recorded in a variety of different ways
	Year 4 (Year A and B) Mayans, Chocolate Invaders and Settlers (Vikings) (Year 3), Year A, Term 6 Egyptians Year A, Term 1 Brilliant Brunel (Year 3), Year B, Term 6 Scavengers & Settlers Active Planet Year B, Term 1 Year A Term 2 Year 4 (Year A and B) Mayans,

Art - Program of Study: Key Stage 2: 3 and 4

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Media	Year 3 and 4	Year 5 and 6	Media	Year 3 and 4	Year 3 and 4
	Year & Term Taught theme & topic	Year & Term Taught, theme & topic		Year & Term taught, theme & topic	Year & Term taught, theme & topic
Watercolours	Year B, Term 1, Egyptians	Year A and B (Year 5), Term 6, Go with the Flow Year A, Term 2, WW2 Class artist = Klee	Pencil sketching	Year A, Term 4, Rainforests	Year A, Term 2, WW2 Year A and B (Year 5), Term 6, Go with the Flow
Paints	Year A, Term 4, Rainforests Year A, Term 2, Light and sound! Year B, Term 2, Light and Sound	Year A and B (Year 5), Term 1, Kandinsky (class artist) Year A, Term 1, Space Explorers Year A and B (Year 6), Term 5 and 6, Out of Africa	Clay	Year B, Term 1, Egyptians Year A, Term 1, Scavengers & Settlers	Year A and B (Year 5), Term 6, R.E – Buddhism
Oil pastels	Year A, Term 2, Banyan Tree Term 1, Class Artist	Year A, Term 2, WW2	Sculpture	Year A, Term 4, Rainforests Year B, Term 2, Light and Sound	Year B, Term 2, The Great the Bold and the Brave
Chalk pastels	Year A and B (Year 4), Term 4, Pentecost Year A, Term 4, Scavengers & Settlers	Year A, Term 2, WW2	Digital Art	Year B, Term 2, Light and Sound	Year B, Term 4, Fit for life (Animation) Year A and B (Year 5), Class artists – David Hockley
Printing and Inks	Term 1, Year 4 Hockney and Banksy	Year B, Term 2, The Great the Bold and the Brave	Multi Media	Year A, Term 3 Rainforests, Henri Rousseau	

Class Artist Year 3	Class Artist Year 4	Class Artist Year 5	Class Artist Year 6
Roy Lichtenstein	Banksy	David Hockley	Courtney Loceff
Paul Klee	Andy Warhol	Wassily Kandinsky	Sergio Higaldo

Art - Milepost 2: Key Skills

		Art Milepost 2: Years 3&4 Key Skills
National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals
record their observations and use them to review and revisit ideas Rainfo	Class Artist Year A/B, Term 1	2.03 Be able to use art as a means of self expression
	Rainforests Year A, Term 4	2.03 Be able to use art as a means of self expression
	Ancient Egyptians Year B, Term 1	2.03 Be able to use art as a means of self expression
To improve their mastery of art and design	Rainforests Year A, Term 4	2.03 Be able to use art as a means of self expression
techniques, including		2.04 Be able to choose materials and techniques which are appropriate for their task
		2.05 Be able to explain their own work in terms of what they have done and why
	Scavengers & Settlers	2.03 Be able to use art as a means of self expression
with a range of materials	Year A, Term 1	2.04 Be able to choose materials and techniques which are appropriate for their task
	4	2.05 Be able to explain their own work in terms of what they have done and why
	Light and Sound Year B, Term 2	2.03 Be able to use art as a means of self-expression
	·	2.04 Be able to choose materials and techniques which are appropriate for their task
		2.05 Be able to explain their own work in terms of what they have done and why
About great artists, architects and designers in history	Class artists Year A and B, Term 1	2.01 Know how a number of artists- including some from their home/host country- use forms, materials and processes to suit their purpose 2.06 Be able to talk about works of art, giving reasons for their opinions
		2.02 Know about some of the work of artists in the host country
		2.06 Be able to talk about works of art, giving reasons for their opinions

Rainforests Year A, Term 4	2.01 Know how a number of artists- incl some from their home/host country- use forms, materials and processes to suit their purpose 2.02 Know about some of the work of artists in the host country
	2.06 Be able to talk about works of art, giving reasons for their opinions



Design and Technology - Program of Study: Key Stage 2: 3 and 4

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Areas of Design and	Year 3 and 4	Year 5 and 6	Anna of Design and Technology	Year 3 and 4	Year 5 and 6
Technology	Year & Term Taught theme & topic	Year & Term Taught theme & topic Areas of Design and Technology		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Year B, Term 3, Light and sound	Year A and B, Term 5, What Price Progress. Year A, Snap, Crackle and Pop	Food tec <mark>hnology</mark>	Year B, Term 4 How Humans Work Year A - Term 6 Chocolate Year A (2023 Only)	Year A Term 2 WW2 Year B Term 4 Fit for life Year A & B, Year 5, Junior Master Chef
Resistant materials	Year A – Rainforests Term 4	Year 6 , Term 6	Textiles	Explorers and adventurerers (New 2024)	Year A and B, Year 5 Term 4, Creative Design
Digital design	Year A and B, Term 4, Scratch Coding	Year A, Term 3, Snap, Crackle and Splash!			

Design and Technology - Milepost 2: Key Skills

		hnology Mile Post 2 Key Skills
National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are	Chocolate Year A, Term 6	2.1 Know that the way in which products in everyday use are designed and may affects their usefulness
fit for purpose, aimed at particular individuals or groups		2.2 Be able to design and make products to meet specific needs
		2.7 Be able to identify the ways in which products in everyday use meet specific needs
	Scavengers & Settlers Year B, Term 1	2.1 Know that the way in which products in everyday use are designed and may affects their usefulness
6	Rainforests Year A, term 4	2.2 Be able to design and make products to meet specific needs
		2.7 Be able to identify the ways in which products in everyday use meet specific needs
Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams,	Chocolate Year A, Term 6	2.3 Be able to make useable plans
		2.4 Be able to make and use labeled sketches as designs
prototypes, pattern pieces and computer-aided design	Scavengers & Settlers Year B, Term 1	2.3 Be able to make useable plans
oomparer alaca assign		2.4 Be able to make and use labeled sketches as designs
	Rainforests Year A, Term3&4	2.3 Be able to make useable plans
	"C2	2.4 Be able to make and use labeled sketches as designs
Select from and use a wider range of tools and equipment to perform practical tasks	Scavengers & Settlers Year B Term 1	2.5 Be able to use simple tools and equipment with some accuracy

Select from and use a wider variety of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities characteristics Investigate and analyse a range of existing products	Chocolate Year A, Term 6 Rainforests Year A, term 4 Chocolate Year A, Term 6	2.6 Be able to identify and implement improvements to their designs and products 2.7 Be able to identify the ways in which products in everyday use meet specific needs
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Chocolate Year A, Term 6 Rainforests Year A, term 4	2.8 Be able to suggest improvements to products in everyday use 2.6 Be able to identify and implement improvements to their designs and products
Understand how key events and individuals in design have helped shape the world	Brilliant Brunel Yr 3 Term 6 Year B	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Covered in Years 5 and 6 Rainforests Year A, term 4	2.9 Apply their understanding of how to strengthen, stiffen and reinforce structures
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).	Covered in years 5 and 6	
Understand and use electrical systems in their products	Light and sound 2Year A Term 2 A	The second of th
Apply their understanding of computing to program, monitor and control their products	Rainforests Year A Term 4 - Computer modelling using Spheros Foot Prints from the Past Term 5 A	
Understand and apply the principles of a healthy and varied diet	PSHRE yr3 and 4 How Humans Work Year B Term 4 Sports Week Healthy Living 2023 Term 6 (Due to Covid Catch up was not completed)	2.10 Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of	PSHRE yr3 and 4	2.11 Prepare and cook a variety of predominantly savoury dishes using a range of cooking
predominantly savoury dishes using a	How Humans Work	techniques
range of cooking techniques	Year B Term 4	
	Sports Week Healthy Living 2023 Term 6 (Due to Covid Catch up was not completed)	
Understand seasonality, and know where	PSHRE yr3 and 4	2.12 Understand seasonality, and know where and how a variety of ingredients are grown, reared,
and how a variety of ingredients are	How Humans Work	caught and processed
grown, reared, caught and processed	Year B Term 4	
	Sports Week Healthy Living 2023 Term	
	6 (Due to Covid Catch up was not	
	completed)	
· ·		



Science - Program of Study: Key Stage 2: 3 and 4

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

There are places where content crosses over into other subjects e.g., in biology body parts are taught in biology and PSHE and when this happens we adjust our yearly plans so that it is not taught twice in the same year.

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

		Science - I	Areas of Study		
Area of	Year 3 and 4	Year 5 and 6	Area of	Year 3 and 4	Year 5 and 6
study	Year & Term Taught	Year & Term	study	Year & Term Taught	Year & Term Taught
	theme & topic	Taught		theme & topic	theme & topic
		theme & topic			
Plants	Year A, Term 4, Rainforests	Year A and B (Year	Properties		Year B, Term 1,
	Year B, Term 5, Home Sweet	6), Term 5 and 6,	and changing		Magical Materials
	Home	Out of Africa	materials		
Animals	Year A, Term 4, Rainforests	Year B, Term 3,		Term 3A Active Planet	
	Year A, Term 5, Foot Prints	Extreme Survivo <mark>rs.</mark>	13 10 10		
	from the Past	and the same of th	Rocks		
	Year B, Term 5, Home Sweet				
	Home	THE STREET			
Living things	Year A, Term 4, Rainforests	Year B, Term 3,		Term 5B How Humans Work	
and their	Year B, Term 5, Home Sweet	Extreme Survivors.	Humans		Year B, Term 4, Fit
habitats	Home				for Life
				Term 1B Scavengers &	
	Year A, Term 2, Light and	Year A, Term 3,		Settlers,	Year A, Term 3, Snap,
l iab‡	sound!		Forces and	Term 3B Explorers &	Crackle and Splash
Light	Year B, Term 2, Light and	Snap, Crackle and	magnets	Adventurers	Year A and B (Year
	Sound	Splash			5), Term 5 What
			何是是——4		Price is progress
States of	Year A, Term 3A Active		Sound	Term 2 Light and sound!	
matter	Planet		Souria		
	Term 2A Light and sound	Year B, Term 3,	Evolution		Year A and B (Year
Electricity		Extreme Survivors.	and		6), Term 5 and 6, Out
			inheritance		of Africa

Science - Milepost 2: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	Malmesbury Learning Goals	Themes/Topic	Year/Term
Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	2.24 Be able to classify plants according to their features	Rainforests Home Sweet Home	Year A, Term 4 Year B, Term 5
Plants explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	2.22 Know about the functions of leaves	Rainforests Home Sweet Home	Year A, Term 4 Year B, Term 5
Plants investigate the way in which water is transported within plants	2.21 Know about the effects that light, air, water and temperature have on plants	Rainforests	Year A, Term 4
Plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	2.23 Know about the life cycle of plants	Rainforests	Year A, Term 4
Rocks: compare, group together different kinds of rocks on the basis of their appearance and simple physical properties		Active Planet	Year A, Term 3
Rocks: describe in simple terms how fossils are formed when things that have lived are trapped within rock		Foot Prints from the Past	Year A, Term 5
Rocks: recognise that soils are made from rocks and organic matter.		Foot Prints from the Past	Year A, Term 5
Light: 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	2.41 Know that light travels from a source	Light and sound Light and Sound	Year A, Term 2 Year A, Term 3
Light: recognise that light from the sun can be dangerous and that there are ways to protect eyes	2.41 Know that light travels from a source	Light and sound Light and Sound	Year A, Term 2 Year A, Term 3
Light: recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change.	2.42 Know that objects form shadows when they block the passage of light from a source	Light and sound Light and Sound	Year A, Term 2 Year B, Term 2

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic Year/Term	Malmesbury Learning Goals		
Forces and magnets: compare how things move on different surfaces	Scavengers & Settlers Year B, Term 1	2.40 Know about the effects of friction		
on universities surfaces	rear b, remit	2.39 Know that forces differ in size		
		2.38 Know that forces can have direction		
Forces and magnets: notice that some forces need contact between two objects, but magnetic forces can act at a distance	Explorers & Adventurers Year B, Term 3			
Forces and magnets: observe how magnets attract or repel each other and attract some materials and not others	Explorers & Adventurers Year B, Term 3			
Forces and magnets: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, identify some magnetic materials	Explorers & Adventurers Year B, Term 3			
Forces and magnets: describe magnets as having two poles: predict whether two magnets will attract or repel each other, depending on which poles are facing	Explorers & Adventurers Year B, Term 3			
Living things and their habitats: recognise that living things can be grouped in a variety of ways	Rainforests Year A, Term 4	2.20 Be able to classify animals according to their features		
	Home Sweet Home Year B, Term 5	2.20 Be able to classify animals according to their features		
Living things and their habitats: explore and	Rainforests	2.09 Know about ways in which animals and plants are suited to different environments		
use classification keys to help group, identify and name a variety of living things in their local and	Year A, Term 4	2.20 Be able to classify animals according to their features		
wider environment	Foot Prints from the	2.09 Know about ways in which animals and plants are suited to different environments		
	Past Year A, Term 4	2.20 Be able to classify animals according to their features		
	Home Sweet Home Year	2.09 Know about ways in which animals and plants are suited to different environments		
	B, Term 5	2.10 Know about the frequently occurring animals and plants that are supported by the environment around the school		
	The state of the s	2.20 Be able to classify animals according to their features		
Living things and their habitats: recognise that environments can change and that this can	Rainforests Year A, Term 4	2.06 Know about processes and conditions that have an effect on living things		
sometimes pose dangers to living things		2.09 Know about ways in which animals and plants are suited to different environments		

2.0	.08 Know	about	the living	thinas t	that	are supported by	/ ditterent	environments
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National Commissions (Defended in visitary at the	Themas/Tania	Malmachumu Lagraina Cools		
National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury Learning Goals		
Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	How Humans Work Year A, Term 4 Year B, Term 4	2.07 Know about the principles of nutrition, growth, movement and reproduction 2.19 Know about the effect of diet on the human body		
Animals including humans identify that humans and some other animals have skeletons and muscles for support, protection and movement	How Humans Work Year B, Term 4	2.14 Know about the function and actions of the heart in humans and other animals 2.15 Know about the functions of skeletons and muscles in humans and some other animals		
Animals including humans: describe the simple functions of the basic parts of the digestive system in humans	How Humans Work Year B, Term 4	2.19 Know about the effect of diet on the human body		
Animals including humans: identify the different types of teeth in humans and their simple functions	How Humans Work Year B, Term 4	2.13 Know about the function and care of teeth in humans and other animals		
Animals including humans: construct and interpret a variety of food chains, identifying producers, predators and prey	Rainforests Year A, Term 4	2.11 Know about food chains in the local environment		
States of matter: compare and group materials together, according to whether they are solids, liquids or gases	Active Planet Year A, Term 3	2.31 Be able to compare common materials and objects according to their properties 2.32 Be able to distinguish between solids, liquids and gases		
States of matter: observe that some materials change state when they are heated or cooled, measure/research the temperature at which this happens in degrees Celsius (°C)	Active Planet Year A, Term 3	2.26 Know that some materials conduct heat more effectively than others 2.27 Know that temperature is a measure of heat 2.28 Know that some changes in materials are reversible and others are irreversible 2.29 Know about the changes that occur when materials are mixed 2.30 Know that some substances dissolve in water and others do not		
States of matter: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Rainforests Year A, Term 3	Completed in Y5		

d sound! Year A, 2.	2.43 Know that sounds are made when objects vibrate 2.44 Be able to create sounds with a variety of objects 2.45 Be able to change sounds by altering variables
d sound! Year A, 2	
2	2.45 Be <mark>able to change sounds by altering variables</mark>
d sound! Year A,	
	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect
	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect
·	2.36 Be able to construct electrical circuits to make devices work 2.37 Be able to change the type or number of components in a circuit to have a different effect
d sound! Year A, 2.	2.25 Know that some materials conduct electricity
c	d sound! Year A,

Science - Milepost 2: Skills

National Curriculum	Malmesbury Learning Goals
Asking relevant questions and using different types of scientific enquiries to answer them	 2.1 Be able to carry out simple investigations Suggesting ways of collecting evidence
Setting up simple practical enquiries, comparative and fair tests	2.1 Be able to carry out simple investigations Suggesting ways of collecting evidence Preparing a simple investigation which is fair with one changing factor
Making systematic and careful observations and, where appropriate, accurate measurements using standard units, using a range of equipment, incl thermometers and data loggers	2.1 Be able to carry out simple investigations Testing ideas using evidence from observation and measurement Using simple scientific equipment
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	2.2 Be able to gather information from simple texts
Recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables	2.1 Be able to carry out simple investigations Recording and communicating their observations and findings in a variety of ways
Report on findings from enquiries, incl oral and written explanations, displays or presentations of results and conclusions	2.1 Be able to carry out simple investigations • Explaining their observations and findings
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	2.1 Be able to carry out simple investigations • Predicting the outcomes of investigations • Using evidence to draw conclusions
Identifying differences, similarities or changes related to simple scientific ideas and processes	2.1 Be able to carry out simple investigations Linking the evidence to broader scientific knowledge and understanding

Music: linked to topic and supported by Charanga- Milepost 2

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We use the Charanga scheme of work to support the teaching of music.

National Curriculum Objectives	Term and Year			
	Year 3	Year 4		
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	Harvest Term 1	Term 1 - Don't Stop Believing		
fluency, control and expression	Let Your Spirit Fly Term 1	Easter Term 4		
C and a	Three Little Birds Term 4	Lean On Me Term 5		
Improvise and compose music for a range of purposes using the inter–related dimensions of music	Rainforests Year A Term 4	Term 1 - Don't Stop Believing		
	Scavengers & Settlers Year B Term 1			
Listen with attention to detail and recall sounds with increasing aural memory	Light and Sound (Y3 and 4) Year B Term 2	Term 1 - Don't Stop Believing		
	Let Your Spirit Fly (Y3) Term 1	Light and Sound (Y3 and 4) Year B Term 2		
	Three Little Birds (Y3) Term 4			
Use and understand staff and other musical notations		Term 1 - Don't Stop Believing		
Use and understand staff and other musical notations	Glockenspiel 1 (Y3) Term 6	Blackbird (Y4) Term 3		
	·	Mamma Mia (Y4) Term 1		
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Term 1 - Don't Stop Believing		
Develop an understanding of the history of music.	- Carrier			

Computing - Milepost 2

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

	KS2 Skills	Themes / topic Year & term taught	I can statements Year 3	I can statements Year 4
(CS) Computer science	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Yr 3 Lightbots Term 4 Code .org Dance Party and Minecraft aquatic. Term 6 Year A - Scratch, Term 2	I can decompose an algorithm. I can create a basic Game.	I can explain what player interaction is. I can explain how variables and loopsare used in a game. I can create a computer game code
			I can write my own Algorithm. I can programme a floor robot. I can explain what an algorithm is and give examples. I can explain that programs are algorithms working on computers. I can identify bugs in code and predict outcomes.	I can explain how variables and loops are used in a game
(CS) Computer science	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Light and Sound (Lightbot on laptops) 'Hour of code' Y3 Term 4	I can explain what an input is. I can write my own algorithm	I can create a basic Game

(CS) Computer science	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	YR 3 Term 4 Lightbot	I can alter or improve an Algorithm. I can create a computer game.	I can debug my own Code.
(CS) Computer science	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Term 1 Yr 3 PSHE Kapow Term 1 Internet Safety Day	I can explain how the internet works.	I understand how search engines work. I understand how search engines order their search findings
		Year A and B: Term 6 (KAPOW PSHRE lesson Safety and the changing body Lesson 5 - Consuming information on line)		
(IT) Information Technology	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Yr 3 PSHE Kapow Term 1 Year A and B: Term 6 (KAPOW PSHRE lesson Safety and the changing body Lesson 5 -	I can explain how the internet works.	I understand how search engines work. I understand how search engines order their search findings (KAPOW PSHRE lesson Safety and the changing body Lesson 5 - Consuming information on line)
(IT) Information Technology	Select, use and combine a variety of software (including internet	Consuming information on line) YEAR 3 Animate It Ipads Foot Prints from	I can use an art package to create illustrations.	I can import my footage into iMovie. I can edit my Footage.
	services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given	the Past Term 5 YR3 Term3 Book Creator Animal fact book	I can create an eBook. I can create an eBook and import photos. I can create a flow Diagram. I can make an Animation.	I can film using an iPad or flipcam. I can produce my own short film.

	goals, including collecting, analysing, evaluating and presenting data and information.	YR3 Using word to aid writing all terms Year A and B - Mayans Term 6	Amend text & save changes. Use individual fingers to input text & use SHIFT key to type characters. Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE. Look at own work & consider how it can be improved for effectiveness.	Use a keyboard effectively, including the use of keyboard shortcuts. Use font sizes & effects such as bullet points appropriately. Know how to use a spell check. Look at their own, and a friend's work & provide feedback that is constructive & specific
(DL) Digital Literacy	Recognise common uses of information technology beyond school.	Yr 3 PSHE Kapow Term 1 Internet Safety Day		
(DL) Digital Literacy	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	YR3 PSHE Kapow term 1 Y4 - Internet safety day	I can use the internet safely and responsibly.	I can use the internet safely and responsibly and identify online risks.

ACCOUNT.

R.E - Milepost 2

As a Church of England Primary school, we regard an understanding of religions and spirituality as essential for children to achieve our vision statement "Growing together in wisdom and love; discovering life in all its fullness." Religions permeate history and modern society across the globe, they underpin cultures and for billions of people they form the heart of life's purpose and meaning. No child can comprehend the world without an understanding of religions. We teach a balance of religions, with Christianity forming 50% of the curriculum.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity?	PRAYER Christian prayer and The Lord's Prayer Jewish prayer Muslim Salah Hindu prayer	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	CREATION What do Christians learn from the Creation story?	JUDAISM Moses Egypt and plagues. Exodus, Promised land and 10 commandments.
Year 4	HINDUISM Where and when origin Deities Special Places Festivals Symbols and Meanings	INCARNATION What is the Trinity?	GOSPEL What kind of world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	INTRODUCTION TO PILGRIMAGE Christianity (Lourdes) Hinduism (Kumbh Mela) Islam (Hajj) Judaism (Western Wall) Our special journeys	When Jesus left what was the impact of Pentecost?

Christianity is taught using the Church of England resource 'Understanding Christianity'.

P.E - Milepost 2

Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. The teaching and Assessment of PE is done through our scheme of work - <u>Get Set 4 PE</u>. This gives us a set progression and has been chosen as the skills are taught through individual sports.

Pupils will be taught to:

- o use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- o develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- o take part in outdoor and adventurous activity challenges both individually and within a team
- o compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Tennis is coached from Yr 2 upwards by coaches at the local tennis courts. Swimming is taught from Yr 3 up. These may mean that the timetable changes to show this. Residential trips will take place in Years 4 and 6 and will include adventurous and outdoor activities. It is our ambition for all children to take part in in school sport competition and as many children as possible to experience competition against other schools before they leave in Year 6.



P.S.H.E - Milepost 2

PSHRE is incredibly important within our curriculum. It is where children discover vital information about the world around them. It allows them to explore their feelings and understand why they feel that way. It also supports the building of successful relationships, which are vital in life. We have chosen to follow

the KAPOW scheme of work as we feel it supports our school values very

Year 3	Year 4	
Responsibility Rights of the child Rights and responsibilities Recycling Community Local community groups Charity Democracy Local democracy Rules	Responsibility What are human rights? Caring for the environment Community Community group Contributing Diverse communities Democracy Local councillors	
Money • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations • Jobs and careers • Gender and careers	Money • Spending choices value for money • Keeping track of money • Looking after money Career and aspirations • Influences on career choices • Jobs for me	
1 lesson	1 lesson	
	Rights of the child Rights and responsibilities Recycling Community Local community groups Charity Democracy Local democracy Rules Money Ways of paying Budgeting How spending affects others Impact of spending Career and aspirations Jobs and careers Gender and careers	

well.

I	, , ,	, , , , , , , , , , , , , , , , , , , ,		
	Year 3	Year 4		
Family and relationships	Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping	 Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 		
Safety and the changing body	 Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about 	Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body (puberty)		
Health and wellbeing	 My healthy diary Relaxation Who am !? My superpowers Breaking down barriers Dental health 	 Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health 		

French - Milepost 2 and 3

We use the <u>Language Angels</u> scheme of work to support the <u>teaching</u> of <u>French</u>. Historically, the children in Year 6 have had a large amount of French teaching from a subject specialist, so this year they are concentrating on catch-up in English grammar, rather than having French lessons.

Children in Years 3 - 5 receive weekly French lessons.



Overview of learning

Oracy	Literacy	Intercultural Understanding	Knowledge of Language	Language Learning Strategies
Listen/respond to simple rhymes,	Recognise familiar words in	Learn about the different languages	Identify sounds, phonemes, rhyming	Remember rhyming words
stories and songs	written form	spok <mark>en by children in the</mark> school	words	
Recognise & respond to sound	Make links between	Locate country / countries where the	Imitate pronunciation	Use gesture or mime
patterns & words	phonemes/rhymes/spellings; read aloud some familiar words	language is spoken	Identify main word classes	Recognise words being mouthed silently
Perform simple communicative tasks	diodd some familiar words	Identify social conventions at home & in	Identity main word classes	Ask for repetition / clarification
using single words and phrases	Write simple words	othe <mark>r cultures</mark>	Recognise conventions of politeness	, ion, or , open, ion, , orall , , can en
,	1 11	1		Use a physical response
Listen attentively and understand	Read & understand a range of	Learn about festivals & celebrations in	Notice spelling of familiar words,	3
instructions and praise words	familiar written phrases	different cultures	noting different / similar	Listen attentively, show understanding by
Memorise & present a short spoken	Follow short familiar texts, listening	Know about some aspects of everyday life	letters/letter strings	joining in & responding
text	& reading at same time	& compare them to their own	Recognise similar words in both	Play games, sing songs
TOXY	a reading at same time	d compare mem to men own	languages	ray games, sing songs
Listen for specific words & phrases	Read some familiar words & phrases			Say new words rhythmically / under
	aloud & pronounce them accurately	IU5.2 Recognise similarities + differences	Notice different writing systems	breath/aloud
Listen for sounds, rhythm & rhyme		between places	and the second s	<i>a.</i>
	Write simple words & phrases using		Develop accurate pronunciation	Compare new words with English or another
Ask & answer questions	a model & some words from memory	Compare symbols, objects or products which represent their own culture with	/intonation	language
Practise simple conversations	Read simple sentences + short texts	those of another country	Understand /use negative statements	Apply grammatical knowledge
Speaking in sentences using familiar	Road Simple Schröniscs - Short Texts	mose of another country	chaci stata tase negative statements	rippry gramma near knowledge
vocabulary	Write words, phrases + short		Apply knowledge of rules in sentence	Re-use language in new context
	sentences using a reference source	Recognise + understand some of the	building & word order. Manipulate	3
Understand + express simple		differences between people	language	Use context / previous knowledge / visual &
opinions	Read a variety of short texts	Supplied to the supplied to th	Han a diabinana.	aural clues to infer meaning
Understand more complex sentences	Read + understand the main points +	A STATE OF THE PARTY OF THE PAR	Use a dictionary	Read and memorise
and phrases	some detail from a short written		Notice and match agreements	Redd drid Menor ise
	passage			Reflect/share ideas on language learning
Use spoken language confidently	1		Use language knowledge to convey	
			meaning	Use language outside lessons / practise with a
	299	The second of th	0 16 16	friend
			Recognise masculine and feminine forms	Use a dictionary
		The state of the s	Carina da hish fan	Make and intimate and an existing law of
			Conjugate high frequency verbs	Make predictions based on existing knowledge

French Long-Term Plan 2022-2023

	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	J'Apprends Le Francais (I'm Learning French)	Les Couleurs et Les Nombres (Colours and Numbers)	Les Animaux (Animals)	Les transport (Transport)
	Early Language Teaching	Early Language Teaching	Early Language Teaching	Early Language Teaching
Year 4	Je Me Presente (Presenting Myself) Intermediate Language	Je peux (I can) Early Language Teaching	La Date (The Date) Intermediate Language	Les Fruits (The Fruits) Early Language Teaching
Year 5	Les Legumes (Vegetables) Early Language Teaching	Les Saisons (The seasons) Early Language Teaching	As-Tu Un Animal? (Do you have a pet?) Intermediate Language	Les Glaces (Ice-cream) Early Language Teaching
Year 6	La Famille (Family) Intermediate Language	En Classe (In the Classroom) Intermediate Language	Quel Temps Fait-II? (The Weather) Intermediate Language	Use this term as revision on colours, numbers, months, days of the week etc

French Long-Term Planning Continued...

Spring 1		Week 1: France and French speaking countries
Opinig i	J'Apprends Le Français	Week 2: Asking and saying how you feel
		Week 3: Asking and saying your name
	(I'm Learning French)	(Just do the first three lessons from this unit as colours and numbers will be learnt in the next
		block – then continue with 'les couleurs et les nombres block)
	5.7	Week 4: Find this lesson in core vocabulary and extras and complete the days of the week
	Early Language Teaching	lesson. 'Les jour de la semaine.'
Spring 2		Week 1: First set of five colours introduced
	Les Couleurs et Les Nombres	Week 2: Second set of five colours introduced
	10 - 10 - 10 mg	Week 3: Consolidate our knowledge of all 10 colours
	(Colours and Numbers)	Week 4: Learn to count 1-5 in French
		Week 5: Number 6-10
		Week 6: Consolidate our knowledge of all ten numbers (1-10)
	Early Language Teaching	If you need additional weeks during this half term, then it would be good to cover days of the
		week and class room instructions – speak to Jo or Debbie C about this!
Summer 1	X 2	Week 1: Introduce first 5 animals (noun and article)
	Les Animaux	Week 2: Introduce next 5 animals
		Week 3: Consolidation of all 10 animals nouns with related article
	(Animals)	Week 4: Focus on the spelling animal nouns and use of the correct article
	7 % 3 - 60	Week 5: Introduction of je suis
		Week 6: End of unit assessments
	Early Language Teaching	The state of the s
Summer 2	Les transport	Week 1: car and plane
	(Transport)	Week 2: car, plane and boat
		Week 3: car, plane, boat and bus
	Early Language Teaching	Week 4: car, plane, boat, bus and motorbike
		Week 5: car, plane, boat, bus, motorbike and train
		Week 6: car, plane, boat, bus, motorbike, train and lorry

Spring 1		. ~~~~
	Je Me Presente	Week 1: Revising France and French speaking countries, numbers 1-10 and 'how are you?'
	/	Week 2: Saying your name and asking someone their name. Numbers 11 to 20.
	(Presenting Myself)	Week 3: Numbers 10 to 20 listening exercise and 'how old are you?'
		Week 4: 'Where do you live?' and further number work
	Intermediate Language	Week 5: Nationality, je suis, individual presentations, Class French ID cards activity
0 : 0		Week 6: End of unit assessments
Spring 2	Je peux	Week A late does first Free first bearing
	(I can)	Week 1: Introduce first 5 activities/verbs
		Week 2: Introduce next 5 activities/verbs
	Early Language Teaching	Week 3: Introduction of 'je peux'
		Week 4: Reading and listening exercises around je peux
		Week 5: Consolidation of je peux
Summer 1	A STATE OF THE STA	Week 6: End of unit assessments
Summer	La Date	Week 1: Introduce the days of the week
	La Date	Week 2: Learn the twelve months of the year including some listening and reading activities
	(The Date)	Week 3: Learn the numbers 1-31 in French
	(The Date)	Week 4: France and French speaking countries
	Intermediate Language	Week 5: Learn how to say when your birthday is including saying 'my birthday is' + the
	Intermediate Earlydage	number of the date + the month of the year all in French.
		Week 6: End of unit assessments
Summer 2	48.3	VVOCA C. Ella di alla accossilicate
Garminor 2	Les Fruits	Week 1: First five fruits introduced in the singular form
	(The Fruits)	Week 2: Next five fruits introduced in the singular form
	(1110)	Week 3: Changing our French fruit nouns from the singular form to the plural form
	Early Language Teaching	Week 4: Introduction of a positive opinion using "J'aime" (I like)
		Week 5: Introduction of a negative opinion using "Je n'aime pas"
	70	Week 6: End of unit assessments
		There is also 'The Hungry Caterpillar' book in French which could be read during this unit of work. This would be good for language detective work.

Spring 1	Les Legumes	Week 1: First 5 vegetables introduced
	(Vegetables)	Week 2: Next 5 vegetables
		Week 3: Adding weight to our vegetable phrases
	Early Language Teaching	Week 4: Adding another weight to our vegetable phrases plus extra phrases to make up
	Can Bridge	longer related sentences
	and the second	Week 5: Revisiting and using all of the language (plus a little bit more) in an expansive role-
		play activity
	(2	Week 6: End of unit assessments
Spring 2		
	Les Saisons	Week 1: the four seasons
	(The seasons)	Week 2: Winter
		Week 3: Spring
	Early Language Teaching	Week 4: Summer
		Week 5: Autumn + my favourite season is
		Week 6: End of unit assessment
Summer 1	A T 11 A 10	Week 1: This lesson introduces the children to the nouns and article for eight common pets.
	As-Tu Un An <mark>ima</mark> l?	Week 2: This lesson revises the article and nouns for eight common pets and introduces the
	(D)	phrase "J'ai" (I have) plus the connective "et" (and).
	(Do you have a pet?)	Week 3: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I
	Indones all de la company	have), the connective "et" (and) and the phrase "qui s'appelle" (that is called).
	Intermediate Language	Week 4: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I
		have), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai
	7 9 6	pas de" (I do not have). Week 5: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I
		have), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je
	4	n'ai pas de" (I do not have)
	to programme	Week 6: End of unit assessments
Summer 2	Les Glaces	Week 1: five feminine ice cream flavours
Julillier Z	(Ice-cream)	Week 2: five masculine ice cream flavours
	(100-010airi)	Week 3: Introduction of 'je voudrais' (I would like) and the connective 'et' (and) plus
		consolidation of all ten ice cream flavours
	Early Language Teaching	Concentration of all torride orders have all
	Larry Larry augo Touorning	

	Week 4: Develop further linguistic progression by learning how to ask for a small tub/pot or a cone of ice cream in French. Week 5: Attempt to engage in a role-play in French using the language learnt in this unit and incorporating other language introduced in this lesson (such as conversational language and the amount of ice cream scoops they would like.) Week 6: End of unit assessments
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Spring 1		Week 1: Family Members
. 0	La Famille	Week 2: Possessive Adjectives
	100 miles	Week 3: Siblings
	(Family)	Week 4: S'appeler (To be called)
		Week 5: Numbers and Age
	Intermediate Language	Week 6: Unit Assessment
Spring 2	A ENGLY	Week 1: Introduce vocabulary for 7 masculine noun classroom objects plus its associated
	En Classe	article / determiner.
		Week 2: Introduce vocabulary for 5 feminine noun classroom objects plus its associated
	(In the Classroom)	article / determiner.
	V 200 200 100 100 100 100 100 100 100 100	Week 3: Use of J'ai (I have)
	Intermediate Language	Week 4: Use of the possessive 'my' in association with classroom equipment
		Week 5: Use of Je n'ai pas de (I do not have)
	76.1-8	Week 6: End of unit assessments
Summer 1		Week 1: Introduction of vocabulary for weather
	Quel Temps Fait-II?	Week 2: Consolidation of weather vocabulary and matching pairs game
		Week 3: Weather reading and listening activities incorporating days of the week
	(The Weather)	Week 4: Weather map work
		Week 5: Create your own French weather forecast
	Intermediate Language	Week 6: End of unit assessments
Summer 2	Use this term as revision on	You can find these lessons in:
	colours, numbers, months,	- Teacher dashboard – teach a lesson – French – core vocabulary and extras – then you
	days of the week etc	can click the topic such as numbers. In numbers for example, you may want to focus
		on lesson three as the first lesson is simply number 1-10 which should be too basic.

