

Malmesbury  
Church of England  
Primary School

# Curriculum Handbook

Milepost 2 – Years 3 and 4

Term 6 Year 2 and 3 combine: Year A Vikings Year B Brilliant Brunel

# 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
<b>Rivers</b>	Year 3 and 4, Year A, Term 1 Egyptians (Flood plains, deltas, tributaries)	Year 5 – Year A and B, Term 6, Meanders and Mountains	<b>Volcanoes</b>	Year 3 and 4, Year A, Term 3 Active Planet	
<b>Settlement types and land use</b>	Year 3 and 4, Term 4, Year A, Rainforests [Land use]	Year 5, Year A & B Term 6, Meanders and Mountains  Year 5 and 6 Year B Term 3 Extreme Survivors	<b>Earthquakes</b>	Year 3 and 4, Year A, Term 3 Active Planet	
<b>Distribution of energy and resources</b>	Year 3 and 4, Term 6, Year A [Resources]	Year 5, Year A & B Term 6, Meanders and Mountains	<b>Water Cycle</b>	Year 3 and 4, Year A, Term 3 Active Planet	Year 5 – Year A and B, Term 6, Meanders and Mountains
<b>Trade and economic links</b>	Year 4, Term 6, Rainforests Term 4, Year A	Year 5 and 6 Year A, Term 5, Ancient Greece Year 6 - Year A and B, Term 6, Out of Africa	<b>Climate zones</b>	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, Our Unique World
<b>Coastal feature</b>	Year 3 and 4, Term 5, Footprints from the Past	Year 5 and 6 Year A, Term 4, The Holiday Show.	<b>Coastal Features</b>		Year 6 - Year A and B, Term 6, Out of Africa
			<b>Mountains</b>		Year 5 – Year A and B, Term 6, Go with the Flow

## Geography – Milepost 2

National Curriculum	Themes/Topic; Year and Term Taught	Malmesbury Learning Goals - Matched to National Curriculum
<p><b>Location Knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b>Year A Term 1</b> <b>Temples Tombs and Treasures</b></p>	<p>Identify the location of Egypt on maps, atlases, globes and digital/computer.</p> <p>Identify the position of the Nile and its features</p>
	<p><b>Year A Term 2</b> <b>Active Planet</b></p>	<p>Use North, East, South, West referring to the meridian and the Equator to locate Countries and cities in volcanic and Earthquake zones</p>
	<p><b>Year A Term 3 and 4</b> <b>Rain forests</b></p>	<p>Identify continents, the equator, and general temperate and tropical rainforest locations</p>
	<p><b>Year A Year 2 and 3</b> <b>Vikings</b></p>	<p>Understand where Scandinavia is and identify it on a map.</p> <p>Identify location of Lindisfarne on a map of the UK</p>
	<p><b>Year B Term 1</b> <b>Scavengers and Settlers</b></p>	<p>How housing in Ska brae developed due to the weather conditions of North East Scotland The further north the settlement within the UK the colder the weather. The north east of Scotland is very windy and wet. The river Avon runs around Malmesbury providing fresh water, transport and defense.</p>
	<p><b>Year B Term 3</b> <b>Explorers and Adventurers</b></p>	<p>Children identify places they have explored/ would like to explore on map</p> <p>Compare places they have been to the early explorers on a map</p>
	<p><b>Year B Term 5</b> <b>Homes and Habitats</b></p>	<p>Understand where Malmesbury is in relation to the UK Know the countries of the UK Know the capitals and major cities of the UK</p>
<p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the</p>	<p><b>Year A Term 2</b> <b>Active Planet</b></p>	<p>Understand the difference between Arthur's Seat (Scotland) with Pompei (Italy)</p>

<p>United Kingdom, a region in a European country, and a region within North or South America</p>	<p><b>Year A Term 3 and 4</b> <b>Rain forests</b></p>	<p>I understand how life differs between life in the rainforest (case study - Costa Rica) and life in Malmesbury.</p>
	<p><b>Year B Term 5</b> <b>Homes and Habitats</b></p>	<p>Compare Malmesbury to .... 2 areas one Europe, one in Alaska</p>
<p><b>Human Geography and Physical Geography</b></p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Year A Term 1</b> <b>Temples Tombs and Treasures</b></p>	<p>Understand why the Egyptians settled by the river Nile.</p> <p>Understand the importance of the river Nile to farming</p> <p>Locate and describe river, delta, flood plain and fayum/oasis.</p>
	<p><b>Year A Term 2</b> <b>Active Planet</b></p>	<p>Understand why people decide to settle in Volcano and Earthquake zones. (Precious metals, agriculture, energy, tourism) (Push Pull factors)</p> <p>Understand how homes and buildings changed so that people can live in earthquake and volcano zones</p> <p>Identify the main parts of Volcano</p> <p>Understand and identify different tectonic plate boundaries</p> <p>Identify the earth's crust, epi centre, fault lines.</p> <p>Understand the primary and secondary effects of an earthquake/volcanic eruption</p>
	<p><b>Year A Term 3 and 4</b> <b>Rain forests</b></p>	<p>Identify what products come from the rainforest and how they get here.</p> <p>Understand how fair trade products give farmers in other countries a better income</p> <p>To know the different ways that deforestation is happening (Farming, mining, hydroelectric power, settlement and roads, ;logging)</p> <p>Understand the impact of deforestation on different people.</p> <p>Understand how the rainforest can be protected</p> <p>Be able to give reasons for why deforestation is good or bad.</p> <p>Be able to identify key features of the biome: Rainforests. Forest floor, understory, canopy, emergent layer.</p>

		Identify the water cycle within a rainforest
	<b>Year A Term 5 Footprints from the Past</b>	Understand features of a coastal region - Lyme Regis  Understand features of a coastal region - Lyme Regis
	<b>Year A Year 2 and 3 Vikings</b>	Understand why the Vikings came to the UK
	<b>Year B Term 1 Scavengers and Settlers</b>	Where did hunter gathers settle and what influence them. (Rivers, sea, weather, soil, food)  (Malmesbury is built on a hill which has a cliff on one side. Malmesbury is one of the best naturally defended inland locations in the uk.)
	<b>Year B Term 5 Homes and Habitats</b>	Know what a village, Town, and city are.  Why is Malmesbury desirable to live (Push and pull factors)? Geographically. Identify different climates and biomes where people live and how it effects habitats
<b>Map Skills</b>  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  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	<b>Year A Term 1 Temples Tombs and Treasures</b>	Identify the location of Egypt on maps, atlases, globes and digital/computer
	<b>Year A Term 2 Active Planet</b>	Locate the position of Earthquake zones and plate boundaries on a map using four figures grid references.  Use four figure grid references to find volcanoes in the ring of fire Use North, East, South, West referring to the meridian and the Equator to locate volcanoes
	<b>Year A Term 3 and 4 Rain forests</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	<b>Year A Term 5</b> <b>Footprints from the Past</b>	Use OS maps to find key features of a coastal area (Lyme Regis)
	<b>Year A Year 2 and 3</b> <b>Vikings</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<b>Year B Term 3</b> Explorers and Adventurers	Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.  To understand how to read directions on maps using the 8 points of the compass.
	<b>Year B Term 5</b> <b>Homes and Habitats</b>	Use symbols to Map of the utilities and amenities of Malmesbury
Field Work use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	<b>Year A Term 3 and 4</b> <b>Rain forests</b>	Measure rainfall and temperature and compare to Costa Rica
	<b>Year A Term 5</b> <b>Footprints from the Past</b>	Trip to the coast to observe coastal features - sketch features and take photos. Create maps
	<b>Year B Term 1</b> <b>Scavengers and Settlers</b>	Know how to create a map/field sketch of Malmesbury/Avebury
	<b>Year B Term 3</b> Explorers and Adventurers	Follow a map of historical points of interest around Malmesbury  (Use digital technology to support)
	<b>Year B Term 5</b> <b>Homes and Habitats</b>	Map of the utilities and amenities of Malmesbury from visiting the locality

## 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.

## KS 2 PROGRAMME OF STUDY

National Curriculum- Pupils should be taught about:	Suggested Study	Theme
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 <sup>st</sup> 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
	Romans in Cirencester	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 3
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	The changing power of monarchs e.g. Queen Victoria 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 2 and 3 (Year B): Brilliant Brunel: Term 6
		Year 5 and 6 (Year A): WW2 Term 2
The achievements of the earliest civilizations- an overview of where and when the 1 <sup>st</sup> civilizations appeared and a depth study of one of the following:	Ancient Egypt Ancient Greece	Year 3 and 4 (Year A) Ancient Egypt: Term 1
		Year 5 and 6 (Year A) Ancient Greece, Term 4
A non-European society that provides contrast with British History- one study from the following	Early Islamic Civilization, including a study of Baghdad c.AD 900 Maya civilization c.AD 900	Year 6 (Year A and B) Pilgrimage RE – Linked to early Islamic Society (Term 5 and 6)
		Year 4 (Year A and B) Mayas, Chocolate



National Curriculum	Themes Year and term taught	Malmesbury Learning Goals
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.	Ancient Egypt Year A, Term 1	<ul style="list-style-type: none"> <li>Understand that the past can be considered in terms of different time periods</li> <li>Egyptians covered a long period. In relation of Birth of Christ BC.</li> <li>Understand when the Ancient Egyptians were placed in time in relation to other periods taught</li> <li>Understand that the Egyptian civilisation existed over a very long period of time (3000 years)</li> <li>Understand the terms BC, BCE/ AD and CE</li> <li>Understand key events in its history e.g. Building pyramids, pharaohs, religion, food, clothes, homes, hieroglyphs, burial</li> </ul>
	Footprints from the Past Year A, Term 5	<ul style="list-style-type: none"> <li>Understand that the past can be considered in terms of different time periods</li> <li>Triassic, Jurassic, Cretaceous, Mesozoic era.</li> <li>Understand the terms BC, BCE/ AD and CE</li> <li>Understand that this time is known as Pre History – the time before people</li> </ul>
	Year 2/3 Invaders and Settlers (Vikings) Year A, Term 6	<ul style="list-style-type: none"> <li>Understand when The Vikings invaded the UK</li> <li>Understand how this affected the history of the UK and Malmesbury</li> </ul>
	<b>Year 4</b> (Year A and B) Maya, Term 6	<ul style="list-style-type: none"> <li>Know about the main events, dates and characteristics of the Ancient Maya Civilisation</li> <li>Know about the lives of the Ancient Maya Civilisation – number system, foods, art/clothing, Gods and architecture</li> <li>Understand that the past can be considered in terms of different time periods - Maya</li> </ul>
	Scavengers & Settlers Year B, Term 1	<ul style="list-style-type: none"> <li>Understand when the Stone Age and Iron age fit within a historical context</li> <li>Know about the main events, dates and characteristics of the past societies they have studied</li> <li>To know how different life in the Stone Age was when man started to farm animals</li> <li>Understand how life changed in England during the stone age</li> <li>Understand when the first settlement started in Malmesbury</li> </ul>
	Explorers & Adventurers Year B, Term 3	<ul style="list-style-type: none"> <li>Understand when the golden age of exploration was</li> <li>When does this fit with the history of Malmesbury</li> <li>How is this connected to previous periods of history studied (Plague/fire of London)</li> </ul>
	<b>Year 2/3</b> Brilliant Brunel (Year B, Term 6)	<ul style="list-style-type: none"> <li>Understand when the Victorian Period was in relation to now</li> <li>Understand when the industrial revolution was</li> </ul>
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Egyptians Year A, Term 1	<ul style="list-style-type: none"> <li>Know about the main similarities and differences between the past societies they have studied.</li> <li>Comparing homes, food, clothes, religion, burial, jobs</li> </ul>
	Invaders and Settlers (Vikings) Year 3, Year A, Term 6	<ul style="list-style-type: none"> <li>Know about the main similarities and differences between the past societies they have studied</li> </ul>

	Year 4 (Year A and B) Mayas,	<ul style="list-style-type: none"> <li>Understand Maya food and how it has influenced our diet</li> <li>Understand the Maya farming system and how it differs to today</li> <li>Understand the Maya number system and its importance in relation to ours</li> <li>Understand how the Maya clock worked and the differences with how we use time.</li> </ul>
	Scavengers & Settlers Year B, Term 1	<ul style="list-style-type: none"> <li>Know about the main similarities and differences between the past societies they have studied</li> <li>Understand how life changed during, the stone, bronze and iron age. (housing, farming, hill forts, tools, society)</li> </ul>
	Explorers & Adventurers Year B, Term 3	<ul style="list-style-type: none"> <li>Understand how exploration has changed over time from the golden age of exploration to Amundson and Scott to now.</li> <li>Look at housing has changed over time (Malmesbury)</li> <li>Look at change in ideas about the golden age of explorers</li> </ul>
	<b>Year 2/3</b> Brilliant Brunel (Year B, Term 6)	<ul style="list-style-type: none"> <li>Understand the importance of the industrial revolution upon Britain and its impact on transport in particular the railways</li> <li>Understand the importance of Isambard Brunel on the South West (link to DT)</li> </ul>
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.	Egyptians Year A, Term 1	<ul style="list-style-type: none"> <li>Understand the system of rule in Ancient Egypt</li> <li>Understand their worship of Gods and why this was</li> <li>Understand why they built temples and pyramids</li> </ul>
	Invaders and Settlers (Vikings) Year 3, Year A, Term 6	<ul style="list-style-type: none"> <li>How did the invasion of the Vikings affect Malmesbury (King Alfred)?</li> <li>Why did the Vikings gain such a bad reputation? Was it just?</li> <li>To answer simple questions about the past</li> </ul>
	Year 4 (Year A and B) Mayas,	<ul style="list-style-type: none"> <li>Understand similarities between Ancient Egyptians and Maya even though they were so far apart and at different times.</li> <li>What is the importance of studying the Maya?</li> <li>Do the Maya still exist?</li> <li>Why did the Maya civilisation disappear?</li> </ul>
	Scavengers & Settlers Year B, Term 1	<ul style="list-style-type: none"> <li>Why is the stone age and iron age important in history?</li> <li>To know how different life in the Stone Age was when man started to farm animals</li> <li>How did life change from the stone age to the iron age and why</li> <li>What changes were there in houses during this period and why</li> </ul>
	Explorers & Adventurers Year B, Term 3	<ul style="list-style-type: none"> <li>Goodies and Baddies! Was Christopher Columbus and Sir Francis Drake good guys or bad guys?</li> <li>Understand that time affects how we think about history.</li> <li>Understand that different nations will look at history differently</li> </ul>
	Brilliant Brunel (Year 3), Year B, Term 6	<ul style="list-style-type: none"> <li>Be able to give some reasons for particular events and changes</li> <li>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</li> </ul>

They should understand how our knowledge of the past is constructed from a range of sources.	Egyptians Year A, Term 1	<ul style="list-style-type: none"> <li>• Be able to gather information from simple sources</li> <li>• Use of pictures of Egyptian art, replica artifacts, internet, books and videos</li> <li>• Tutankhamun grave (understand primary and secondary source)</li> <li>• Understand that the past can be recorded in a variety of different ways</li> </ul> Rosetta Stone, pictures, newspaper articles/ Howard Carter
	Footprints from the Past (Year A; Term 5)	<ul style="list-style-type: none"> <li>• Use a variety of evidence to find out about fossil discovery; significant individual Mary Anning</li> <li>• Understand that knowledge of the past comes from different sources (Primary and Secondary)</li> <li>• Understand the difference between an archaeologist and a palaeologist</li> </ul>
	Invaders and Settlers (Vikings) (Year 3), Year A, Term 6	<ul style="list-style-type: none"> <li>• Understand the past can be recorded in different ways</li> <li>• Information can be gathered from different sources</li> <li>• Understand what artefacts are and how they can be used to tell us about the past</li> </ul>
	Year 4 (Year A and B) Mayas,	<ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources</li> <li>• Use these to understand why the Maya society was important</li> <li>• Understand that we know about the civilisation due to primary sources of information</li> </ul>
	Explorers & Adventurers Year B, Term 3	<ul style="list-style-type: none"> <li>• Understand that we can still see evidence of history from our surroundings (Malmesbury)</li> </ul>
	Scavengers & Settlers Year B, Term 1	<ul style="list-style-type: none"> <li>• Understand information comes from Primary and secondary sources</li> <li>• Draw conclusions from primary resources: TRIP: to be able to gather information from primary sources (flints, arrow heads, Avebury including the museum.</li> <li>• To gather information from secondary sources including Malmesbury Hill Fort for artistic impressions, books, videos.</li> <li>• EXIT POINT/Art: investigating pictures of caves paintings</li> </ul>
	Brilliant Brunel (Year 3), Year B, Term 6	<ul style="list-style-type: none"> <li>• Gather information from a range of sources</li> <li>• Understand that there is evidence of history all around us</li> </ul>

## 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 5 and 6
	Year & Term Taught theme & topic	Year & Term Taught, theme & topic		Year & Term taught, theme & topic	Year & Term taught, theme & topic
Drawing	Year 3/4 (Year B Term 4 Dragon Eye  Year 3 (Year A/B) Term 6 Flowers	Year A, Term 2, WW2 Year A and B (Year 5), Meanders and Mountains Year 5), Term 1 Kandinsky (class artist)	Digital		Year A and B, Year 6, Out of Africa Year B, Fit for Life (3D athletic models)
Painting	Year 3 (Year A/B) Term 1 - Lichtenstein  Year 3 (Year A/B) Term 6 Flowers	Year A and B (Year 5), Term 6, Meanders and Mountains Year A (Year 5), Term 3 and Year B (Year 5), Term 1 Kandinsky (class artist) Year A (Year 6) Term 2 and Year B (Year 6), Term 1 Courtney Loceff and Sergio Hidalgo (class artists) Year A, Term 1, Space Explorers Year A and B Year A, Term 2, WW2	Printing	Year 4 (Year A/B) Term 1 - Banksy  Year 4 (Year A/B, Term 6) Maya Printing	
3D Design	Year 3/4 (Year B Term 4 Dragon Eye	Year B, Fit for Life (3D athletic models)	Textiles and Collage	Year 3/4 (Year A) Term 3 - Rainforests	Year A, Term 1, Space Explorers Year A and B, Year 5 DT – Spotlight on Design. (Phone holders)

Class Artist Year 3	Class Artist Year 4	Class Artist Year 5	Class Artist Year 6
Roy Lichtenstein (Pointillism, use of colour)	Banksy (Street art, graffiti, making stencils)	Wassily Kandinsky (	Courtney Loceff and Sergio Higaldo

## Art – Milepost 2: Key Learning

Art Milepost 2: Years 3&4 Key Skills		
National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals

<p>Artists and their Work</p> <p>To learn about great artists, architects and designers in history.</p>	Year 4 (Year A/B) Term 1 - Banksy	<ul style="list-style-type: none"> <li>Understand who Banksy is and to have an opinion on his art.</li> <li>design a piece of art inspired by a famous artist</li> </ul>
	Year 4 (Year A/B) Term 1 - Andy Warhol	<ul style="list-style-type: none"> <li>Understand who Andy Warhol is and to have an opinion on his art.</li> <li>design a piece of art inspired by a famous artist</li> <li></li> </ul>
	Year 3 (Year A/B) Term 1 - Lichtenstein	<ul style="list-style-type: none"> <li>I can explain what 'pop art' is.</li> <li>I can explain some of the techniques Lichtenstein used.</li> </ul>
	Year 3 (Year A/B) Term 1 - Paul Klee	<ul style="list-style-type: none"> <li>Understand who is and to have an opinion on his art.</li> <li>design a piece of art inspired by a famous artist</li> <li></li> </ul>
	Year 3/4 (Year A) Term 3 - Rainforests	<ul style="list-style-type: none"> <li>Learn some facts about Henri Rousseau.</li> <li>Give my opinion on his paintings.</li> <li>Recreate part of one of his paintings</li> </ul>
	Year 3 (Year A/B) Term 6 Flowers	<ul style="list-style-type: none"> <li>Analyse work by Georgia O'keefe</li> </ul>
	Year 3/4 (Year B) Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Understand the work of Jose Vergara</li> </ul>
<p>Exploring and Evaluating Ideas</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 4 (Year A/B) Term 1 - Banksy	<ul style="list-style-type: none"> <li>think about why people create art</li> <li>design piece of art inspired by a famous artist</li> <li>plan a final piece with a message</li> <li>think carefully about the message that I am trying to convey</li> <li>evaluate my piece of work</li> </ul>
	Year 4 (Year A/B) Term 1 - Andy Warhol	<ul style="list-style-type: none"> <li>Be able to evaluate a piece of work</li> </ul>
	Year 3 (Year A/B) Term 1 - Lichtenstein	<ul style="list-style-type: none"> <li>I can explain what 'pop art' is</li> <li>I can explain some of the techniques he used.</li> <li>I can think carefully about the colours I will use.</li> <li>I can think carefully about how I will create Ben Day dots with different materials and methods.</li> <li>I can plan my own Lichtenstein picture.</li> <li>I can reflect upon my own work and think about how I could improve it.</li> </ul>
	Year 3/4 (Year A) Term 3 - Rainforests	<ul style="list-style-type: none"> <li>Use my sketchbook to create my own picture of a place I dream about visiting.</li> <li>To create a design for a collage based on Henri Rousseau</li> <li>Reflect upon work and think how it could be improved</li> </ul>

	Year 3 (Year A/B) Term 6 Flowers	<ul style="list-style-type: none"> <li>Use Sketch books to explore flowers and how they are depicted</li> </ul>
	Year 4 (Year A/B, Term 6) Maya Printing	<ul style="list-style-type: none"> <li>Recognise common shapes in Mayan patterns</li> <li>State which patterns I prefer and why</li> <li>State similarities to patterns in other cultures</li> <li>Reflect upon work and think how it could be improved</li> </ul>
	Year 3/4 (Year B Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Use my sketchbook to improve my understanding of watercolours</li> <li>Use my sketchbook to plan for an outcome</li> <li>Reflect upon my own work in order to improve it.</li> </ul>
<p>Drawing</p> <p>To improve their mastery of art and design techniques, in drawing using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 4 (Year A/B) Term 1 - Banksy	<ul style="list-style-type: none"> <li>use pencil and pencil crayons to create our own interpretation of the Clapton Pigeons</li> </ul>
	Year 4 (Year A/B) Term 1 - Andy Warhol	<ul style="list-style-type: none"> <li>Draw a self portrait</li> <li>Sketch a drawing</li> </ul>
	Year 3 (Year A/B) Term 1 - Liechtenstein	<ul style="list-style-type: none"> <li>I can create 'bubble writing'.</li> <li>Learn how to create bold and zigzag lines and Ben Day dots.</li> </ul>
	Year 3 (Year A/B) Term 1 - Paul Klee	<ul style="list-style-type: none"> <li>Use tone and colour</li> </ul>
	Year 3/4 (Year A) Term 3 - Rainforests	<ul style="list-style-type: none"> <li>Sketch animals using line and tone</li> </ul>
	Year 3 (Year A/B) Term 6 Flowers	<ul style="list-style-type: none"> <li>Draw using texture and shade</li> <li>To sketch flowers accurately from life</li> </ul>
	Year 4 (Year A/B, Term 6) Maya Printing	<ul style="list-style-type: none"> <li>Experiment with colour combinations</li> <li>Experiment with repeating shape patterns</li> <li>Create a final design based on my likes and traditional patterns</li> </ul>

	Year 3/4 (Year B Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Understand different pencil types</li> <li>Explain what line means in art.</li> <li>Explain what texture means in art</li> <li>Explain what tone means in art.</li> </ul>
<p>Painting</p> <p>To improve their mastery of art and design techniques, in painting using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 4 (Year A/B) Term 1 - Banksy	<ul style="list-style-type: none"> <li>use stippling effect with our stencils</li> </ul>
	Year 4 (Year A/B) Term 1 - Andy Warhol	<ul style="list-style-type: none"> <li>To use paint in the style of Andy Warhol</li> </ul>
	Year 3 (Year A/B) Term 1 - Liechtenstein	<ul style="list-style-type: none"> <li>I can think carefully about the colours I will use.</li> <li>I can think carefully about how I will create it using some of his methods.</li> </ul>
	Year 3 (Year A/B) Term 1 - Paul Klee	<ul style="list-style-type: none"> <li>Know the primary colours</li> <li>Know how to make secondary colours</li> <li>Understand how to create tones of a colour</li> </ul>
	Year 3/4 (Year A) Term 3 - Rainforests	<ul style="list-style-type: none"> <li>Use different painting techniques to create a background including brush pressure and sgraffito</li> </ul>
	Year 3/4 (Year B) Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Experiment with watercolours.</li> <li>Use a wet on wet technique.</li> <li>Use a wet on dry technique.</li> <li>Paint my own dragon eye.</li> </ul>
<p>3D Design</p> <p>To improve their mastery of art and design techniques, in 3D Design using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 3/4 (Year B) Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Design a dragon's eye to be made in clay.</li> <li>Think about the colours I will use.</li> <li>Create my animal or dragon eye.</li> <li>Use clay tools effectively.</li> </ul>
	Year 3/4 (Year B) Term 4 Dragon Eye	<ul style="list-style-type: none"> <li>Design a dragon's eye to be made in clay.</li> <li>Think about the colours I will use.</li> <li>Create my animal or dragon eye.</li> <li>Use clay tools effectively.</li> </ul>

<p>Use of IT/Digital Media</p> <p>To improve their mastery of art and design techniques, in Digital Media using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	<p>Year 3 (Year A/B)</p> <p>Term 6 Flowers</p>	<ul style="list-style-type: none"> <li>The rule of the third taking photos</li> </ul>
<p>Printing</p> <p>To improve their mastery of art and design techniques, in printing using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	<p>Year 4 (Year A/B)</p> <p>Term 1 - Banksy</p>	<ul style="list-style-type: none"> <li>WALT: use stencil relief to create images</li> <li>WALT: create our own stencils</li> </ul>
	<p>Year 4 (Year A/B,</p> <p>Term 6) Maya</p> <p>Printing</p>	<ul style="list-style-type: none"> <li>Transfer a drawn image onto Styrofoam</li> <li>Use a roller to add ink to my block</li> <li>Print my block onto paper</li> <li>Add ink to a block using a brayer</li> <li>Use repeating patterns to print</li> </ul>
<p>Textiles/Collage</p> <p>To improve their mastery of art and design techniques, in textiles/collage using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	<p>Year 3/4 (Year A)</p> <p>Term 3 - Rainforests</p>	<ul style="list-style-type: none"> <li>Use different techniques including cutting, ripping, material choices to create a collage of an animal.</li> <li>Use layering effects to develop depth and perspective</li> </ul>
	<p>Year 3 (Year A/B)</p> <p>Term 6 Flowers</p>	<ul style="list-style-type: none"> <li>Use collage to create a picture from the environment</li> </ul>

## 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].

## Design and Technology – Milepost 2: Key Skills

Areas of Design and Technology	Year 3 and 4	Year 5 and 6	Areas of Design and Technology	Year 3 and 4	Year 5 and 6
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
<b>Resistant materials</b>	<b>Year A – Rainforests Term 4 (Greenhouses)</b> <b>Year 3 only, Year B – Term 6, Brunel Bridges</b>	Year A and B, Term 5, What Price Progress.  Year A, Snap, Crackle and Pop	<b>Food technology</b>	<b>Year 4 Only , Year A/B – Term 6 Maya (Chilli)</b>	Year A Term 2 WW2 Year B Term 4 Fit for life Year A & B, Year 5, Junior Master Chef
<b>Mechanical Systems</b>	<b>Year A, Term 1, Egyptians (Water Carriers)</b> <b>Year B, Term 2, Term 3, Explorers, and Adventurers (Boats)</b>	Year A and B, Term 5, What Price Progress.	<b>Textiles</b>	<b>Year 3 only, Year A – Term 6 (Money Pouches) Vikings</b>	Year A, Term 2, WW2 Year B, Term 5, Spotlight on Design
<b>Digital design</b>		Year A, Term 3, Snap, Crackle and Splash!	<b>Electrical Systems</b>	<b>Year B – Light, Sound and Electricity (Light up frame)</b>	
Design and Technology 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 fit for purpose, aimed at particular individuals or groups	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Research different ways water can be moved including shadufs, Archimedes screw, Persian Wheel</li> <li><a href="https://www.sciencebuddies.org/teacher-resources/lesson-plans/build-a-machine-to-lift-water#">https://www.sciencebuddies.org/teacher-resources/lesson-plans/build-a-machine-to-lift-water#</a></li> </ul>
	Rainforests Year A, term 4	<ul style="list-style-type: none"> <li>Understand the function and purpose of a Greenhouse.</li> <li>Understand how different greenhouses are constructed</li> </ul>
	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Understand the components of a chilli and its flavours</li> </ul>
	Vikings Yr 3 Year A , Term 6	<ul style="list-style-type: none"> <li>Explore a range of money containers</li> </ul>
	Light and Sound, Year B, Term 2	<ul style="list-style-type: none"> <li>Investigate how different light up signs function</li> </ul>
	Explorers and Adventurers, Year B, Term 3	<ul style="list-style-type: none"> <li>Investigate how boats float</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>Understand the principles of how different types of bridges are built</li> </ul>
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Create annotated sketches of possible designs for a water moving machine.</li> <li>Understand how an exploded diagram works to show finer details of machines.</li> </ul>
	Rainforests Year A, term 4	<ul style="list-style-type: none"> <li>Create diagrams for a Greenhouse with exact measurements for structure and glass material</li> </ul>
	Light and Sound, Year B, Term 2	<ul style="list-style-type: none"> <li>Design Light frames for a Christmas gift</li> <li>Assess designs and useability and choose most suitable design</li> </ul>
	Explorers and Adventurers, Year B, Term 3	<ul style="list-style-type: none"> <li>Create a design for a boat to cross a paddling pool</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>To build prototypes of bridges to understand their advantages and disadvantages</li> <li>Understand how different bridges are constructed and how they could be joined together</li> </ul>
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Understand how well our design worked against the brief</li> </ul>
	Rainforests Year A, term 4	<ul style="list-style-type: none"> <li>Evaluate how our greenhouse works for growing beans</li> <li>How could it be improved</li> </ul>

	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Evaluate the Chilli – what would you change to make it better?</li> </ul>
	Vikings Yr 3 Year A , Term 6	<ul style="list-style-type: none"> <li>Evaluate our money pouches to see if they can hold various coins</li> </ul>
	Light and Sound, Year B, Term 2	<ul style="list-style-type: none"> <li>What works well on our design?</li> <li>What could be improved</li> </ul>
	Explorers and Adventurers, Year B, Term 3	<ul style="list-style-type: none"> <li>Does our boat get from one side of the paddling pool ocean to the other?</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>Assess the building of their bridges against their brief</li> </ul>
<p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>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</p>	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Select a tools to be able to make a suitable water carrier</li> <li>Choose materials based on their properties to be able to carry water</li> </ul>
	Rainforests Year A, term 4	<ul style="list-style-type: none"> <li>Choose materials suitable to make a greenhouse to help plants grow</li> </ul>
	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Choose flavours that will be marketable and fir the brief of the chocolate bar. Make sure that the bar looks aesthetic.</li> </ul>
	Light and Sound, Year B, Term 2	<ul style="list-style-type: none"> <li>Choose materials based on their properties to make a light up frame</li> <li>Choose tools to create a frame for a light up frame</li> </ul>
	Explorers and Adventurers, Year B, Term 3	<ul style="list-style-type: none"> <li>Use materials to create a boat which will allow it to stay afloat for the longest period.</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>Understand how different bridges are constructed and how they could be joined together</li> <li>Select materials to strengthen and support bridge building</li> </ul>
Understand how key events and individuals in design have helped shape the world	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Understand why shadufs, Archimedes screw, Persian Wheel were so important.</li> </ul>
	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Understand the impact the discovery of foods from South America on the world. E.g cocoa, chilli, peppers</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>Explore why Brunel was influential on design</li> </ul>
Apply their understanding of how to strengthen, stiffen and	Rainforests Year A, term 4	<ul style="list-style-type: none"> <li>Understand how to strengthen a structure using triangles</li> </ul>

reinforce more complex structures	Explorers and Adventurers, Year B, Term 3	<ul style="list-style-type: none"> <li>Understand how to stiffen cardboard to make a more rigid structure</li> </ul>
	Brunel Yr 3 Year B	<ul style="list-style-type: none"> <li>Select materials to strengthen and support bridge building</li> </ul>
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).	Year A, Term 1, Egyptians	<ul style="list-style-type: none"> <li>Understand how to use simple pulleys and cogs to create a device to transport water</li> </ul>
Understand and use electrical systems in their products	Light, sound and electricity Year B Term 2	<ul style="list-style-type: none"> <li>Be able to wire a circuit together to create a light for a light frame</li> </ul>
Apply their understanding of computing to program, monitor and control their products		<ul style="list-style-type: none"> <li></li> </ul>
Understand and apply the principles of a healthy and varied diet	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Understand the balance of foods in a chilli</li> <li>Identify different food types</li> </ul>
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Prepare a chilli</li> </ul>
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Maya Yr 4 Year A and B, Term 6	<ul style="list-style-type: none"> <li>Understand where the ingredients for a chilli come from</li> </ul>

## 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.

Areas of Study					
Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic	Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic
<b>Plants</b>	Year A, Term 4, Rainforests Year B, Term 5, Homes and Habitats	Year A and B (Year 6), Term 5 and 6, Out of Africa	<b>Properties and changing materials</b>		Year B, Term 1, Magical Materials
<b>Animals</b>	Year A, Term 4, Rainforests Year A, Term 5, Footprints from the Past Year B, Term 5, Homes and Habitats	Year B, Term 3, Extreme Survivors.	<b>Rocks</b>	Term 3A Active Planet	
<b>Living things and their habitats</b>	Year A, Term 4, Rainforests Year B, Term 5, Homes and Habitats	Year B, Term 3, Extreme Survivors.	<b>Humans</b>	Term 5B How Humans Work	Year B, Term 4, Fit for Life
<b>Light</b>	Year A, Term 2, Light and sound! Year B, Term 2, Light and Sound	Year A, Term 3, Snap, Crackle and Splash	<b>Forces and magnets</b>	Term 1B Scavengers & Settlers, Term 3B Explorers & Adventurers	Year A, Term 3, Snap, Crackle and Splash Year A and B (Year 5), Term 5 What Price is progress
<b>States of matter</b>	Year A, Term 3A Active Planet		<b>Sound</b>	Term 2 Light and sound!	
<b>Electricity</b>	Term 2A Light and sound	Year B, Term 3, Extreme Survivors.	<b>Evolution and inheritance</b>		Year A and B (Year 6), Term 5 and 6, Out of Africa

## Science – Milepost 2: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
<b>Plants</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Rainforests Year A, Term 4 Homes and Habitats Year B, Term 5	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
<b>Plants</b> 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	Rainforests Year A, Term 4 Homes and Habitats Year B, Term 5	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
<b>Plants</b> investigate the way in which water is transported within plants	Rainforests Year A, Term 4	Investigate the way in which water is transported within plants (Experiment)
<b>Plants</b> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Rainforests Year A, Term 4	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (wind, water, animal and bursting)
<b>Rocks:</b> compare, group together different kinds of rocks on the basis of their appearance and simple physical properties	Active Planet Year A, Term 3	Investigate and compare the properties of rocks based on their properties
<b>Rocks:</b> describe in simple terms how fossils are formed when things that have lived are trapped within rock	Footprints from the past Year A, Term 5	describe in simple terms how fossils are formed when things that have lived are trapped within rock
<b>Rocks:</b> recognise that soils are made from rocks and organic matter.	Rainforests Year A, Term 4	Soil is a mixture of rock particles, humus (dead plants and animals), water and air; soil cycle – leaves->insects feed on tree-> dead leaves and insects fall to ground->biological matter decays in nutrients-> soil absorbs nutrients->tree and plant roots absorb nutrients.; which parts of soil are dead/alive/never alive
<b>Light:</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	Light and sound Year A, Term 3	<b>Light:</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
<b>Light:</b> recognise that light from the sun can be dangerous and that there are ways to protect eyes	Light and sound Light and Sound	<b>Light:</b> recognise that light from the sun can be dangerous and that there are ways to protect eyes
<b>Light:</b> 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.	Light and sound Light and Sound	<b>Light:</b> 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.

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic Year/Term	Malmesbury Learning Goals
<b>Forces and magnets:</b> compare how things move on different surfaces	Scavengers & Settlers Year B, Term 1	Know about the effects of friction Know that forces differ in size Know that forces can have direction

<b>Forces and magnets:</b> notice that some forces need contact between two objects, but magnetic forces can act at a distance	Explorers & Adventurers Year B, Term 3	notice that some forces need contact between two objects, but magnetic forces can act at a distance
<b>Forces and magnets:</b> observe how magnets attract or repel each other and attract some materials and not others	Explorers & Adventurers Year B, Term 3	observe how magnets attract or repel each other and attract some materials and not others
<b>Forces and magnets:</b> 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	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, identify some magnetic materials
<b>Forces and magnets:</b> 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	describe magnets as having two poles: predict whether two magnets will attract or repel each other, depending on which poles are facing
<b>Living things and their habitats:</b> recognise that living things can be grouped in a variety of ways	Rainforests Year A, Term 4	Be able to classify animals according to their features Classify vertebrates and invertebrates
	Homes and Habitats Year B, Term 5	Be able to classify animals according to their features
<b>Living things and their habitats:</b> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Rainforests Year A, Term 4	Explain how animals are suited to the Rainforest environment Classify vertebrates and invertebrates; Classify reptile, bird, fish, amphibian and mammal
	Footprints from the Past Year A, Term 4	Be able to classify animals according to their features. Explain how living things can be classified; group and classify dinosaurs according to a classification key (self-created) Know about ways in which animals and plants are suited to different environments Adaptations, armour, defence, crests, size, horns, teeth, frills, spikes, club-tail, thagomizer, whiptail, armoured skin, speed, camouflage, hearing, herding, sound
	Homes and Habitats Year B, Term 5	Know about ways in which animals and plants are suited to different environments. Know about the frequently occurring animals and plants that are supported by the environment around the school Be able to classify animals according to their features
<b>Living things and their habitats:</b> recognise that environments can change and that this can sometimes pose dangers to living things	Rainforests Year A, Term 4	Know about processes and conditions that have an effect on living things. Know about ways in which animals and plants are suited to different environments Know about the living things that are supported by different environments

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
<b>Animals including humans</b> 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	Know about the principles of nutrition, growth, movement and reproduction Know about the effect of diet on the human body



<b>Animals including humans</b> identify that humans and some other animals have skeletons and muscles for support, protection and movement	How Humans Work Year B, Term 4	Know about the function and actions of the heart in humans and other animals Know about the functions of skeletons and muscles in humans and some other animals
<b>Animals including humans:</b> describe the simple functions of the basic parts of the digestive system in humans	How Humans Work Year B, Term 4	Know about the effect of diet on the human body
<b>Animals including humans:</b> identify the different types of teeth in humans and their simple functions	How Humans Work Year B, Term 4	Know about the function and care of teeth in humans and other animals
<b>Animals including humans:</b> construct and interpret a variety of food chains, identifying producers, predators and prey	Rainforests Year A, Term 4	Know about food chains in the local environment construct and interpret a variety of food chains and webs, identifying producers, consumers, primary and tertiary predators and prey of rainforest creatures
<b>States of matter:</b> compare and group materials together, according to whether they are solids, liquids or gases	Active Planet Year A, Term 3	Compare states of matter (solid, liquids and gases) Compare states of matter within a volcano – solid (rock) Lava (liquid) Gases (gases) Group materials by their properties
<b>States of matter:</b> 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	Observe change of state when materials are heated and cooled <ul style="list-style-type: none"> <li>• Rock to lava</li> <li>• Chocolate</li> <li>• Water</li> <li>• Ice cream</li> </ul> Understand that water freezes below 0 degrees C and boils above 100 degrees. Use a thermometer to measure temperature Investigate reversible change in water (Freezing, melting and evaporation and condensation) and be able to explain the process.
<b>States of matter:</b> 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

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
<b>Sound:</b> identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear	Light and sound! Year A, Term 2	Know that sounds are made when objects vibrate

<b>Sound:</b> find patterns between the pitch of a sound and features of the object that produced it	Light and sound! Year A, Term 2	Be able to create sounds with a variety of objects
<b>Sound:</b> find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases	Light and sound! Year A, Term 2	Be able to change sounds by altering variables
<b>Electricity:</b> identify common appliances that run on electricity	Light and sound! Year A, Term 2	
<b>Electricity:</b> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers	Light and sound Year A, Term 2!	Be able to construct electrical circuits to make devices work Be able to change the type or number of components in a circuit to have a different effect
<b>Electricity:</b> identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery	Light and sound! Year A, Term 2	Be able to construct electrical circuits to make devices work Be able to change the type or number of components in a circuit to have a different effect
<b>Electricity:</b> recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit	Light and sound! Year A, Term 2	Be able to construct electrical circuits to make devices work Be able to change the type or number of components in a circuit to have a different effect
<b>Electricity:</b> recognise some common conductors and insulators, and associate metals with being good conductors	Light and sound! Year A, Term 2	Know that some materials conduct electricity

## Science – Milepost 2: Skills

National Curriculum	Malmesbury Learning Goals
Asking relevant questions and using different types of scientific enquiries to answer them	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>Suggesting ways of collecting evidence</li> </ul>

Setting up simple practical enquiries, comparative and fair tests	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Suggesting ways of collecting evidence</li> <li>• Preparing a simple investigation which is fair with one changing factor</li> </ul>
Making systematic and careful observations and, where appropriate, accurate measurements using standard units, using a range of equipment, incl thermometers and data loggers	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Testing ideas using evidence from observation and measurement</li> <li>• Using simple scientific equipment</li> </ul>
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Be able to gather information from simple texts
Recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Recording and communicating their observations and findings in a variety of ways</li> </ul>
Report on findings from enquiries, incl oral and written explanations, displays or presentations of results and conclusions	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Explaining their observations and findings</li> </ul>
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Predicting the outcomes of investigations</li> <li>• Using evidence to draw conclusions</li> </ul>
Identifying differences, similarities or changes related to simple scientific ideas and processes	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.

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, fluency, control and expression	Term 1/2 – Three Little Birds Harvest Festival	Term 1 – Mamma Mia
	Term 3/4 The Dragon Song	Term 3 – Black Bird Easter Term 4 – Easter Songs
	Term 5/6 Bring it Together	Term 5 – Lean on Me
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Term 1/2 – Three Little Birds	Term 1 – Mamma Mia
	Term 3/4 The Dragon Song	Term 3 – Black Bird Term 4 – Easter Songs
	Term 5/6 Bring it Together	Term 5 – Lean on Me
Listen with attention to detail and recall sounds with increasing aural memory	Term 1/2 – Three Little Birds	Term 1 –Mamma Mia
	Term 3/4 The Dragon Song	Term 3 – Black Bird
	Term 5/6 Bring it Together	Term 5 – Lean on Me
Use and understand staff and other musical notations	Term 1/2 – Three Little Birds	Term 1 – Mamma Mia
	Term 3/4 The Dragon Song	Term 3 – Black Bird Easter
	Term 5/6 Bring it Together	Term 5 – Lean on Me
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Term 1/2 – Three Little Birds	Term 1 – Mamma Mia
	Term 3/4 The Dragon Song	Term 3 – Black Bird Easter
	Term 5/6 Bring it Together	Term 5 – Lean on Me
	Classical composers covered through assemblies including singing assembly	Classical composers covered through assemblies including singing assembly
Develop an understanding of the history of music.	Through the yearly coverage and through assesmblies	Through the yearly coverage and through assesmblies

## 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.

Computing national curriculum is covered through icompute ( <https://www.icompute-uk.com> ) and enhanced through its use in our curriculum to support learning in all subjects.

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3 and 4</u>	<u>Term 5 and 6</u>
<u>3</u>	<p>Online safety iSafe (icompute) <u>National curriculum</u></p> <p>be discerning in evaluating digital content.</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>iConnect (icompute) <u>National curriculum</u></p> <p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>iProgram (icompute) <u>National curriculum</u></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>iData (iCompute)</p> <p><u>National curriculum</u></p> <p>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</p>

<u>4</u>	<p><u>Online safety</u> <u>iSafe (icompute) 7</u></p> <p><u>National curriculum</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><u>iProgram (icompute) -</u> <u>Scratch</u></p> <p><u>National curriculum</u></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><u>iData</u></p> <p><u>National curriculum</u></p> <p>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</p>	<p><u>Spheros</u> <u>Use icompute planning</u></p> <p><u>National curriculum</u></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
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## R.E – Milepost 2

As a Church of England School, the Christian faith is the foundation of everything that we do at Malmesbury C of E School. In all learning and life experiences, we aim to fulfil our school vision of 'Growing together in wisdom and love; discovering life in all its fullness'. We promote an environment where all children feel known, accepted, and valued as individuals, within a caring community, where our Christian faith affects not only what we teach, but also how we teach.

Our R.E curriculum is intended to help children to acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour; to develop the ability to make reasoned and informed judgements about religious and moral issues and to enhance children's spiritual, moral, social and cultural development.

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

Covered in different Assessment block.

## 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 - *Getset for PE*. This gives us a set progression and has been chosen as the skills are taught through individual sports

Pupils will be taught to:

- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- 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 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

Year 3	Tennis	Circuits	Gymnastics	Dodgeball	Scatterball	Athletics
	Fundamentals Y3/4	Ball Skills Y3/4	Football	unihoc	Athletics	Cricket
	+	+	+	+	Swimming	Swimming
Year 4					+	+
	Fundamentals Y3/4	Circuits	Gymnastics	Dodgeball	Beat the ball	Cricket
	Swimming	Ball Skills Y3/4	Football	unihoc	Athletics	Athletics
	Tag Rugby	Swimming	+	+	+	+
	+	+				

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

Through our PSHE and RSE curriculum, we want the children to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want them to stay healthy and safe, while preparing them to make the most of life and learning. Our curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

Our children will:

- Be able to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters
- Becoming confident individuals and active members of society.

We have chosen Kapow to deliver our scheme of work for PSHE because we feel it delivers these values.

National Curriculum (Kapow!)	Themes (substrands)	Year 3	Year 4
Families and Relationships	Family	<ul style="list-style-type: none"><li>• Learning that problems can occur in families and that there is help available if needed.</li><li>• To know that I can talk to trusted adults or services such as Childline if I experience family problems.</li></ul>	<ul style="list-style-type: none"><li>• Using respectful language to discuss different families.</li><li>• To know that families are varied in the UK and across the world.</li></ul>
	Friendships	<ul style="list-style-type: none"><li>• Exploring ways to resolve friendship problems.</li><li>• Developing an understanding of the impact of bullying and what to do if bullying occurs.</li><li>• To know that bullying can be physical or verbal.</li><li>• To know that bullying is repeated, not a one off event.</li><li>• To know that violence is never the right way to solve a friendship problem</li></ul>	<ul style="list-style-type: none"><li>• Exploring physical and emotional boundaries in friendships.</li><li>• To understand the different roles related to bullying including victim, bully and bystander.</li><li>• To understand that everyone has the right to decide what happens to their body.</li></ul>
	Respectful Relationships	<ul style="list-style-type: none"><li>• Identifying who I can trust.</li><li>• Learning about the effects of non verbal communication.</li><li>• Exploring the negative impact of stereotyping.</li><li>• To know that trust is being able to rely on someone and it is an important part of relationships.</li><li>• To know the signs of a good listener.</li><li>• To understand that there are similarities and differences between people.</li><li>• To understand some stereotypes related to age.</li></ul>	<ul style="list-style-type: none"><li>• Exploring how my actions and behaviour can affect other people.</li><li>• To understand the courtesy and manners which are expected in different scenarios.</li><li>• To understand some stereotypes related to disability.</li></ul>

	Change and Loss	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how to help someone who has experienced a bereavement.</li> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> </ul>
Health and Well-Being	Health and Prevention	<ul style="list-style-type: none"> <li>Discussing why it is important to look after my teeth.</li> <li>o understand ways to prevent tooth decay.</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence in looking after my teeth.</li> <li>To know key facts about dental health.</li> </ul>
	Physical health and well-being	<ul style="list-style-type: none"> <li>Learning stretches which can be used for relaxation.</li> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>To understand the positive impact relaxation can have on the body.</li> <li>To know the different food groups and how much of each of them we should have to have a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what makes me feel calm and relaxed.</li> <li>Learning visualisation as a tool to aid relaxation.</li> <li>To know that visualisation means creating an image in our heads.</li> </ul>
	Mental Well-being	<ul style="list-style-type: none"> <li>Exploring my own identity through the groups I belong to.</li> <li>Identifying my strengths and exploring how I use them to help others.</li> <li>Being able to breakdown a problem into smaller parts to overcome it.</li> <li>To understand the importance of belonging.</li> <li>To understand what being lonely means and that it is not the same as being alone.</li> <li>To understand what a problem or barrier is and that these can be overcome.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how my skills can be used to undertake certain jobs.</li> <li>Explore ways we can make ourselves feel happy or happier.</li> <li>Developing the ability to appreciate the emotions of others in different situations.</li> <li>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>Developing a growth mindset.</li> <li>To know that different job roles need different skills and so some roles may suit me more than others.</li> <li>To know that it is normal to experience a range of emotions.</li> <li>To know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>To understand that mistakes can help us to learn.</li> <li>To know who can help if we are worried about our own or other people's mental health.</li> </ul>
Safety and the Changing Body	Being Safe (including online)	<ul style="list-style-type: none"> <li>Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>Developing skills as a responsible digital citizen.</li> <li>Identifying things people might do near roads which are unsafe.</li> <li>Beginning to recognise unsafe digital content.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how to seek help if I need to.</li> <li>Exploring what to do if an adult makes me feel uncomfortable.</li> <li>Learning about the benefits and risks of sharing information online.</li> <li>To understand that there are risks to sharing things online.</li> <li>To know the difference between private and public.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand that cyberbullying is bullying which takes place online.</li> <li>To know the signs that an email might be fake.</li> <li>To know the rules for being safe near roads.</li> </ul>	
	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>Exploring choices and decisions that I can make.</li> <li>To understand that other people can influence our choices.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the benefits of being a non-smoker.</li> <li>To understand the risks associated with smoking tobacco.</li> </ul>
	The changing adolescent body	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Discussing some physical and emotional changes during puberty.</li> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul>
	Basic First Aid	<ul style="list-style-type: none"> <li>Learning what to do in a medical emergency, including calling the emergency services.</li> <li>To know that bites or stings can sometimes cause an allergic reaction.</li> <li>To know that it is important to maintain the safety of myself and others, before giving first aid.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to help someone who is having an asthma attack.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul>
Citizenship		<ul style="list-style-type: none"> <li>Exploring how children's rights help them and other children.</li> <li>Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>Discussing ways we can make a difference to recycling rates at home/school.</li> <li>Identifying local community groups and discussing how these support the community.</li> <li>To understand the UN Convention on the Rights of the Child.</li> <li>To understand how recycling can have a positive impact on the environment.</li> <li>To know that the local council is responsible for looking after the local area.</li> <li>To know that elections are held where adults can vote for local councillors.</li> <li>To understand some of the consequences of breaking rules.</li> <li>To understand the role of charities in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how we can help to protect human rights.</li> <li>Identifying ways items can be reused.</li> <li>Explaining why reusing items is of benefit to the environment.</li> <li>Identifying the benefits different groups bring to the local community.</li> <li>Discussing the positives diversity brings to a community.</li> <li>To know that human rights are specific rights that apply to all people.</li> <li>To know some of the people who protect our human rights such as police, judges and politicians.</li> <li>To know that reusing items is of benefit to the environment.</li> <li>To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>To know that there are a number of groups which make up the local community.</li> </ul>

Economic Well-being		<ul style="list-style-type: none"> <li>• Discussing the range of feelings which money can cause.</li> <li>• Discussing the different attitudes people have to money.</li> <li>• Exploring the impact our spending can have on other people.</li> <li>• Considering the advantages and disadvantages of different payment methods.</li> <li>• To understand that there are different ways to pay for things.</li> <li>• To know that budgeting money is important.</li> <li>• To understand that there are a range of jobs available.</li> <li>• To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the factors which affect whether something is value for money.</li> <li>• Discuss some impacts of losing money.</li> <li>• Identifying negative and positive influences that can affect our career choices.</li> <li>• To know that money can be lost in a variety of ways.</li> <li>• To understand the importance of tracking money.</li> <li>• To know that many people will have more than one job or career in their lifetimes.</li> <li>• Exploring ways to overcome stereotypes in the workplace.</li> </ul>
Transition		<ul style="list-style-type: none"> <li>• Learning strategies to deal with change.</li> <li>• To understand that change often brings about more opportunities and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising our own achievements.</li> <li>• Being able to set goals.</li> <li>• To know that setting goals can help us to achieve what we want.</li> </ul>

## French – Milepost 2 and 3

## French

In French at Malmesbury Primary School we will ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas.

Children will

- Develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.
- Explore relationships between language and identity, developing a deeper understanding of other cultures and the world around them
- Work towards becoming life-long language learners.

We use the [Language Angels](#) scheme of work to support the teaching of French. 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, 3 times a year.

	Autumn	Spring	Summer
Year 3	J'Apprends Le Francais (I'm Learning French) <a href="#">Early Language Teaching</a>	Les Couleurs et Les Nombres (Colours and Numbers) <a href="#">Early Language Teaching</a>	Les Animaux (Animals) <a href="#">Early Language Teaching</a>
Year 4	Je Me Presente (Presenting Myself) <a href="#">Intermediate Language</a>	Je peux (I can) <a href="#">Early Language Teaching</a>	La Date (The Date) <a href="#">Intermediate Language</a>
Year 5	Les Legumes (Vegetables) <a href="#">Early Language Teaching</a>	Les Saisons (The seasons) <a href="#">Early Language Teaching</a>	As-Tu Un Animal? (Do you have a pet?) <a href="#">Intermediate Language</a>
Year 6	La Famille (Family) <a href="#">Intermediate Language</a>	En Classe (In the Classroom) <a href="#">Intermediate Language</a>	Quel Temps Fait-Il? (The Weather) <a href="#">Intermediate Language</a>

## YEAR 3 Key Learning

Term	Topic	Objectives
Autumn	<p>J'Apprends Le Francais</p> <p>(I'm Learning French)</p> <p>Early Language Teaching</p>	<p>Week 1: France and French speaking countries</p> <p>Week 2: Asking and saying how you feel</p> <p>Week 3: Asking and saying your name</p> <p>(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)</p> <p>Week 4: Find this lesson in core vocabulary and extras and complete the days of the week lesson. 'Les jour de la semaine.'</p>
Spring	<p>Les Couleurs et Les Nombres</p> <p>(Colours and Numbers)</p> <p>Early Language Teaching</p>	<p>Week 1: First set of five colours introduced</p> <p>Week 2: Second set of five colours introduced</p> <p>Week 3: Consolidate our knowledge of all 10 colours</p> <p>Week 4: Learn to count 1-5 in French</p> <p>Week 5: Number 6-10</p> <p>Week 6: Consolidate our knowledge of all ten numbers (1-10)</p> <p>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!</p>
Summer	<p>Les Animaux</p> <p>(Animals)</p> <p>Early Language Teaching</p>	<p>Week 1: Introduce first 5 animals (noun and article)</p> <p>Week 2: Introduce next 5 animals</p> <p>Week 3: Consolidation of all 10 animals nouns with related article</p> <p>Week 4: Focus on the spelling animal nouns and use of the correct article</p> <p>Week 5: Introduction of je suis...</p> <p>Week 6: End of unit assessments</p>

# YEAR 4 Key Learning

Term	Topic	Objectives
Autumn	Je Me Presente  (Presenting Myself)  Intermediate Language	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. Week 3: Numbers 10 to 20 listening exercise and 'how old are you?' Week 4: 'Where do you live?' and further number work Week 5: Nationality, je suis..., individual presentations, Class French ID cards activity Week 6: End of unit assessments
Spring	Je peux (I can)  Early Language Teaching	Week 1: Introduce first 5 activities/verbs Week 2: Introduce next 5 activities/verbs Week 3: Introduction of 'je peux...' Week 4: Reading and listening exercises around je peux Week 5: Consolidation of je peux Week 6: End of unit assessments
Summer	La Date  (The Date)  Intermediate Language	Week 1: Introduce the days of the week Week 2: Learn the twelve months of the year including some listening and reading activities Week 3: Learn the numbers 1-31 in French Week 4: France and French speaking countries Week 5: Learn how to say when your birthday is including saying 'my birthday is' + the number of the date + the month of the year all in French. Week 6: End of unit assessments