

Science

Animals, Including Humans

Because of our two-year rolling curriculum this topic includes elements from both the Year 3 and Year 4 National Curriculum for Science. The elements are not taught discretely but are sequenced in a manner to ensure progress for children in both year groups. One element from the Year 4 National Curriculum objective (construct and interpret a variety of food chains) will be taught in the spring term alongside Living Things and Their Habitats.

National Curriculum Links

Pupils should be taught to:

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

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Learning Outcomes

Children will be able to:

- Identify and label the main parts of the human digestive system
- Describe the function of these parts of the human digestive system and the role they play in the journey of food through the human body
- Identify the different types of teeth humans have and describe their function
- Understand that animals and humans need to eat in order to grow and be active and work scientifically by comparing and contrasting the diets of different animals (including their pets) and decide on ways of grouping them based on what they eat
- Work scientifically by comparing the teeth of carnivores and herbivores and suggest reasons for these differences based on the diets of these animals
- Understand that some types of food can damage our teeth and work scientifically by investigating the effects of different types of food on teeth and ways in which we can help look after them
- Identify the main body parts associated with the human skeleton and its muscles, and how different parts of the body have special functions
- Understand that not all animals have skeletons and group and sort animals according to whether they are vertebrates or invertebrates

Outdoor Learning Opportunities

The Romans

Children will practise Roman army drills including arranging themselves in infantry formations such as the testudo.

Physical Education

Multi-Skills (1) and Modified Team Games (2)

National Curriculum Links

Pupils should be taught to:

Use running, jumping, throwing and catching skills in isolation and in combination

Play competitive games and apply basic principles suitable for attacking and defending

Modern Foreign Languages (French)

National Curriculum Links

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes

Appreciate stories, songs, poems and rhymes in French

Learning Outcomes:

Children will be able to:

- Recognise the French for numbers to 10 and count in French to 10
- Use the French words for food that they eat
- Name simple parts of the body (head, arms, chest, stomach, fingers, torso, legs, feet, toes) in French
- Greet each other formally and informally in French
- Use the French for primary and secondary colours and some composite colours (e.g. brown)

Computing

National Curriculum Links

Pupils should be taught to:

understand computer networks including the internet

How they can provide multiple services, such as the world wide web

The opportunities they offer for communication and collaboration

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

Learning Outcomes

Children will be able to:

- Apply their knowledge and understanding of networks to appreciate that the Internet is a network of networks which needs to be kept secure
- Understand that the World Wide Web is part of the Internet
- Explore the World Wide Web independently to learn who owns content and what they can add, access and create
- Evaluate online content to decide how honest, accurate or reliable it is, and understand the consequences of false information
- Identify the input devices (microphone) and output devices (speaker or headphones) required to work with sound digitally
- Discuss the ownership of digital audio and the copyright implications of duplicating the work of others
- Use Audacity (or similar software) to record a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files
- Evaluate their work and give feedback to their peers.

PHRSE

Outcomes from statutory guidance (2021)

By the end of primary school, children should know:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Healthy Me (1)

Children will understand what makes a healthy choice and how to look after and take care of themselves and their bodies by making these healthy choices in their day-to-day lives.

Celebrating Differences (2)

Children will understand that we are all different and that it is these differences that make us all unique individuals. Children will explore these differences and gain a new appreciation of each other and other people and groups in society.

Art and Design (1)

Day of the Dead Skulls (Día de los Muertos)

National Curriculum Links

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

About great artists, architects and designers in history.

Learning Outcomes

Children will be able to:

- Understand more about Mexico, Mexican culture and the Day of the Dead festival (in their Humanities books)
- Experiment with patterns, images and colours using a range of mediums to explore skull features
- Experiment with the potential of various pencils
- Sketch in preparation for adding colour
- Draw a skull with growing accuracy, scale and proportion
- Identify and use symmetrical patterns
- Use their planning, preparation and preferred designs to create a mask for the Day of the Dead celebrations
- Ask questions to develop understanding, focussing on, for example, change and difference
- Evaluate their own and others' artwork, with technical vocabulary and some reference to purpose/effect
- Start to organise feedback - e.g. two stars and a wish

Religious Education

Islam (1)

Learning Outcomes

Children will be able to:

- Explain where Islam was founded and who founded the Muslim faith
- Explain the key beliefs held by Muslims

Christianity (2)

Learning Outcomes

Children will be able to:

- Discuss the symbolism involved in the Nativity story and think about what the different parts mean to Christians today
- Identify which part of the Nativity story they think is the most significant for Christians today

Design and Technology (2)

Roman Coin Purse

National Curriculum Links

Pupils should be taught to:

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
Generate, develop, model and communicate their ideas through discussion and annotated sketches
Select from and use a wider range of materials and components, including textiles
investigate and analyse a range of existing products
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world

Learning Outcomes

Children will be able to:

- Research the types of holder Romans used to carry coins about with them and compare and contrast these designs to those which people use today and suggest reasons for these differences
- Create design criteria for a Roman coin purse based on the needs of person in ~400AD rather than today
- Generate their ideas and create annotated sketches of their design
- Use needles and thread to join textiles together using a closed stitch and to decorate their purse
- Evaluate their final product against their initial design criteria

Topic-Based English (Autumn 1)

Information Booklets

National Curriculum Links

Pupils should be taught to:

Identify how language, structure and presentation contribute to meaning
Retrieve and record information from fiction and non-fiction books
Plan, draft, write, evaluate and edit their written work
Increase the legibility, consistency and quality of their handwriting
Proof read for spelling and punctuation errors

Learning Outcomes:

Children will be able to:

Carry out and collate research on various aspects of the human body and write an explanation describing how the digestive system works.

Music and Music Tuition

Let Your Spirit Fly (Willow), Mamma Mia (Chestnut and Maple) (1)

National Curriculum Links

Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Music Tuition (1) (Willow and Chestnut) - Recorders

National Curriculum Links

Play in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression
listen with attention to detail and recall sounds with increasing aural memory

Christmas Production (2)

National Curriculum Links

Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

Topic-Based English (Autumn 2)

Roman Myths

National Curriculum Links

Pupils should be taught to:

Listen to a wide range of fiction and plays
Increase their familiarity with a wide range of books, including myths and legends, and retell some of these orally.
Discuss words and phrases that capture the reader's interest and imagination

Ask questions to improve their understanding of a text
Discuss writing that is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Organising paragraphs around a theme
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Using conjunctions, adverbs and prepositions to express time and cause

Learning Outcomes:

Children will be able to:

Sequence a story with a complicated plot and retell the story of Romulus and Remus.

Humanities (History and Geography) (2)

The Romans Empire and its Impact on Britain

National Curriculum Links

Pupils should be taught to:

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.

Learning Outcomes

- Children will be able to:
- Identify and describe the modern day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius
- Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43
- Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgement about the causes and effects of her harsh treatment by the Romans
- Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision
- Understand through explanation the difference between historical evidence and legends and folklore
- Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood
- Explain what the content of letters written in the first century tells us about the lives of high status and wealthy Romans in Britain
- Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122
- Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built
- Describe what a gladiator was and what occurred at gladiatorial games
- Explain who lanista were and why they owned and trained gladiators in private schools
- Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians
- Explain why some Romans held different perspectives about gladiatorial games and how they justified their view points

Maths (Year 3)

Number – Number and Place Value

National Curriculum Links

Pupils should be taught to:

Read and write numbers up to 1000 in numerals and in words

Identify, represent and estimate numbers using different representations

Find 10 or 100 more or less than a given number

Recognise the place value of each digit in a 3-digit number

Order and compare numbers to 1000

Count from 0 in multiples of 50 and 100

Solve number problems and practical problems involving these ideas

Number – Addition and Subtraction

Pupils should be taught to:

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Estimate the answer to a calculation and use inverse operations to check answers

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Geometry and Measurement – Right Angles

Draw 2-D shapes

Recognise angles as a property of shape or a description of a turn

Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn

Identify whether angles are greater than or less than a right angle

Geometry and Measurement – Parallel and Perpendicular Sides in Polygons

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Maths (Year 4)

Number – Number and Place Value

National Curriculum Links

Pupils should be taught to:

Find 1000 more or less than a given number

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations

Round any number to the nearest 10, 100 or 1000

Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Count backwards through zero to include negative numbers

Number – Addition and Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Estimate and use inverse operations to check answers to a calculation

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why

Geometry and Measurement – Coordinates

Describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right and up/down

Plot specified points and draw sides to complete a given polygon

Mastering Mathematics

Make and record careful measurements of the human body in Science.

Make careful measurements in Design & Technology.